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MEMBER INVOLVEMENT IN THE ALBERTA
TEACHERS' ASSOCIATION

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Member Involvement in The Alberta Teachers' Association" submitted by Ernest John Ingram in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

ABSTRACT

The influence exercised by teachers' professional associations is one of the major situational factors faced by educational administrators. Therefore, an understanding of these organizations, their internal relationships and the influence they exert on their members and on outside groups is important to educational administrators. One of the aspects of teachers' organizations which govern their internal behaviour, and indirectly their external influence, is the orientation of the members to the organization.

The purpose of this study was to examine the nature of member involvement in The Alberta Teachers' Association. It included an examination of the extent of member participation in the Association, the degree of member commitment to the Association, the relationship between participation and commitment, and the relationship between involvement in the Association and various member characteristics.

A number of hypotheses were derived from the theory and research on organizational behaviour, and in order to test these hypotheses data on member participation in and commitment to The Alberta Teachers' Association were collected from a random sample of Association members. The hypotheses were

tested by the use of inferential statistical tests.

An examination of the level of member involvement in the Association indicated that if expectations are taken as the criteria for determining the levels of involvement in the Association, as they were in this study, then it could be concluded that the commitment of members to the Association exceeds their participation in the Association.

The three types of participation examined: political participation, social participation and educational participation appear to be related monotonically. This conclusion also applies to the three types of commitment: commitment to the goals of the Association, commitment to the Association as a whole, and commitment to the officers of the Association. Participation and commitment are also monotonically related. However, the low relationships in most cases supports the conclusion that each type of participation is somewhat different from the other types, that each type of commitment is somewhat different from the other types, and that participation is a somewhat different aspect of involvement than is commitment.

It can be concluded from the findings of this study that sex, teaching position, years of teaching experience, and

years of teacher education are more closely related to member involvement in The Alberta Teachers' Association, especially the commitment aspect of involvement, than are any of the other member characteristics examined. It can also be concluded that commitment to the Association is more closely related to the member characteristics examined than is participation in the Association. In general there is some evidence to support the conclusion that the modal type of active, highly committed member of the Association is a married man with four or more years of professional education and sixteen or more years of experience, who holds an administrative position, and who received a B. Ed. as his first degree.

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CHAPTER I

INTRODUCTION

Social scientists have developed two distinct approaches to the analysis of complex organizations. The structural analysis approach, which is often used, is best exemplified by the rational model. According to this model an organization is conceived of as a rationally structured instrument designed to achieve specific goals. This model is generally used in studies of the formal structure of organizations. Studies of the behaviour and interrelationships of an organization are generally based upon the natural systems model, which views an organization as a natural whole or system. Its growth, development and structure are governed by natural laws of self maintenance rather than by previously expressed goals. One of the aspects focused upon by the natural systems model is the interrelationships between the parts of the system, for example, the relationship between the members of an organization and the formal organization.

Although both the natural systems and the rational models are often used in an eclectic manner, the emphasis seems to be shifting toward the analysis of organizational

behaviour by use of the natural systems model, rather than an analysis of the formal structure of organizations. In a recent study, for example, MacKay (6) investigated the relationship between individual characteristics of members of school staffs and the organizational structure of their schools. In another study Odynak (7) examined, among other matters, the relationship between the political structure of The Alberta Teachers' Association and the involvement of members in the political activities of the organization. There has also been some research into, and much theorizing about, the orientation of members to organizations, especially to large bureaucratic organizations.

II. THE PROBLEM

The increased emphasis on the use of the natural systems model for the analysis of the relationships between the organization's participants and the formal organization; the recent theorizing about the orientation of members to large organizations; the past studies of The Alberta Teachers' Association from the point of view of its growth, structure, activities, and political processes (2, 5, and 7) suggest that an investigation of the orientation of members of The

Alberta Teachers' Association to this organization might also be fruitful. The present study was designed to investigate this orientation.

Specifically, the study which is the subject of this report, was designed to investigate the nature of member involvement in the affairs and activities of The Alberta Teachers' Association. This included an examination of the extent of member participation in the activities of the Association, the degree of member commitment to the Association, the relationship between participation and commitment, and the relationship between involvement in the Association and the personal and professional characteristics of members.

II. THE SIGNIFICANCE OF THE PROBLEM

Research in this area has implications for the analysis of organizational behaviour in general and for the analysis of organizational behaviour in teachers' organizations in particular. It also has implications for the study and practice of educational administration.

Presthus believes that social values and institutions mold individual personality and behaviour, and that large organizations have a greater impact in this respect than has

society at large (8, pp. 8-9). This view is similar to that of Sullivan whose interpersonal theory is based on the thesis that man is a social product, and that his motivating values and behaviour are determined mainly by the dominant values of a given society (9, p. 4). If these views are correct, and if man ever hopes to have greater control over those factors in his social environment which affect him, he must make a determined effort to understand organizational behaviour and influence. Investigations of the involvement of members in organizations should contribute to this understanding.

The relationship of members to the formal organization is an important aspect of any organization, but it is especially vital in mutual benefit associations (3, p. 45). Therefore, the knowledge gained from the present study may prove useful to teachers' organizations, as well as to similar organizations, in understanding and improving the relationships between members and the organization.

Educational administrators are charged with the responsibility of defining and clarifying educational goals, developing programs designed to accomplish the goals, and securing and managing the human and material resources necessary to attain the goals. In order to carry out this task

they must be cognizant of all situational factors which have an effect on these areas of responsibility. The influence and control exercised by complex organizations constitute one of the major pressures on educational administrators, and are therefore, dominant among the situational factors facing them. Canadian teachers' associations, most of which have automatic membership, are among the major organizations exerting pressure on school administrators. The various provincial legislatures have delegated legal authority over some aspects of education, generally in the area of professional conduct and teacher-system relationships, to these organizations. In addition, most of them have been expanding their area of interest and influence to include practically every phase and aspect of education. Therefore, an understanding of these organizations, their internal relationships, the influence they exert on their members and on outside groups, and possible trends in their growth and development is of importance to educational administrators.

As mentioned above, one of the major responsibilities of educational administrators is to work with the human element in the educational enterprise. A study of the orientation of members to a formal organization should be of general value both to the practicing administrator in guiding his

strategies in exercising this responsibility, and to the student of educational administration, even though the study may be conducted in an organization somewhat different from a school or a school system.

III. DELIMITATIONS, LIMITATIONS AND ASSUMPTIONS

Delimitations

The relationship between members and the formal organization involves a two-way process: the orientation of members to the formal organization and the orientation of the organization to its members. In order to make the investigation of such relationships manageable it is necessary to limit the scope of any one study. This study was delimited in one way by restricting the investigation to one organization -- The Alberta Teachers' Association. The organizational structure of the Association, its methods of operation, and its political structure, as these affect membership control, have been investigated by others (2, 5 and 7). Therefore, the study was delimited further by investigating only one aspect of member-organization relationship, namely the involvement of members in the Association.

Limitations

A major limitation of the study was the method used to determine member involvement in the Association. All information used in the study was collected by means of a mail questionnaire. The validity of this procedure was not tested by any other means of data collection.

Generalizations which are drawn from this study should be limited to organizations similar in purpose, function, structure, and membership to The Alberta Teachers' Association. The involvement of members in other types of organizations may very well be quite different.

Assumptions

The major theoretical assumption of the study is that involvement can be divided into two aspects -- participation and commitment, and that the three types of participation (political, social, and educational), and the three types of commitment (commitment to the goals of the Association, commitment to the Association as a whole, and commitment to the officers of the Association) encompass the total concepts of participation and commitment.

The major methodological assumptions are that the samples selected for study adequately represent the total

population of members, and that the instruments used produced valid and reliable measures of member participation and commitment.

IV. OVERVIEW OF REPORT

In the first chapter the problem was outlined and arguments were advanced to establish the significance of the study. Chapter Two is devoted to the development of a conceptual framework for the study and a review of the literature which served to support the conceptual framework. Included in this chapter are a review of the literature on the natural systems approach to the analysis of organizations, a discussion of the various organizational typologies which helped to guide the study, and a review of the literature on individual accommodation to organizations and membership involvement in organizations. The concept of involvement as used in this study is also developed in Chapter Two. In Chapter Three sub-problems and hypotheses are presented and analysed. Chapters Four and Five are devoted to a description of the construction and validation of the data gathering instruments, and an explanation of the data gathering procedures. The next three chapters treat the analysis of the data and present the findings of the study. The last chapter contains the conclusions and implications of the study.

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CHAPTER II

THE CONCEPTUAL FRAMEWORK

The conceptual framework used as a basis for the investigation of the problem draws upon (1) the natural systems model for organizational analysis, (2) the interest group, voluntary association, mutual benefit association and compliance structure typologies of organizations, (3) the various concepts of the significance of individual accommodation to organizations, and (4) the empirical evidence on membership involvement in organizations.

I. THE NATURAL SYSTEMS MODEL

The natural systems approach has been and is being used as one basis of analysis and theory construction in most of the physical and social sciences. In fact general systems theory is really more of a model which leads to theory development than a well developed theory in itself. However, attempts have been made to develop it into an all embracing theory which would explain the structure and function of all forms of animate and inanimate matter. Many system theorists believe that there are universal properties common to all systems, both physical and social (14, p. 38). They view all

systems as having a plurality of parts which are differentiated and heterogeneous. However, systems are also seen as structured; that is, there are patterned relationships among the parts, and the parts are integrated into a functional whole. Inaction in a system leads to its dissolution. All parts of a system are energized by various forces, and all parts exert energy. If any crucial part fails to exert energy the system disintegrates. There is an uneasy equilibrium between the parts of the system as well as between the system and its environment. This equilibrium is never perfect, never final, and never permanent. Although the system is never in perfect equilibrium it nevertheless has relative constancy, and stability of existence. For each system a boundary can be identified, but as a system becomes more open it becomes more difficult to define a boundary. Although systems have boundaries, all open systems exchange energy with their environment and must adapt to their environments or disintegrate. Most systems are themselves made up of subsystems which have the same characteristics as their encompassing systems. Systems also exhibit a life cycle: development, maintenance, senescence, and disintegration.

In addition to exhibiting all of the characteristics

of general systems social systems have the following characteristics: symbolic communications; a background of culture relatively meaningful to all or most of the members; complexity and heterogeneity of population, collectivities, and subsystems; mental and spiritual life of members; value orientation; culturally established patterns of action, socio-cultural regulation and maintenance; deliberate boundary maintenance; social reorganization and reconstruction; and a structural, not a nature-given, mechanism (15, p. 5).

For the purpose of organizational analysis Scott has developed a very useful systems model. He categorizes the ingredients of a system as its parts; the interactions as its processes, and the needs or purposes as its goals. The parts of a system are: individuals and their personalities; the formal organization, which consists of the formal arrangement of functions; the informal system, or the interactions of people to satisfy personal rather than the organizational needs; and the physical system or setting in which the task is performed. These parts are linked into a unified whole by linking processes which consist of: communication, which stimulates the system to action and co-ordinates it through linkage of the decision-making centres; balance, or the

process by which the parts of the system are kept in a harmoniously structured relationship to each other; and the various decision-making processes, including the decision of members to participate and produce. The parts and the processes of all systems, according to Scott, are governed by various goals or needs. These functional prerequisites include: the need for the system to grow (adapt to its environment), the need for relative stability or security, and the need for interaction (25, pp. 19-22).

The natural systems model seems particularly useful in studying organizational behaviour because one of its basic propositions is concerned with the relationships between the parts of the system.

II. ORGANIZATIONAL TYPOLOGIES

Organizations have many characteristics in common; however, they also have many different characteristics. Because these differences could well affect the nature of the involvement of members it is necessary to classify organizations into various types for purposes of analysis.

The typology used to classify a particular organization depends to some extent upon the purpose of the study and the variables the researcher wishes to analyse. The value of any

particular typology, according to Etzioni

...depends on the nature of its base; that is, on the nature of the variable or variables chosen to classify the units into sub-categories for comparison. Such a variable must be selected on two criteria: it should be one of a set of related variables -- that is, part of a theory; and it should lead to statements which are significant for the problem of the researcher. (10, p. xiv)

The classification systems which seem to be useful in investigating the involvement of members in teachers' associations are based on four different variables: (1) the purpose served, (2) the five basic models observed by Hughes (6, p. 41), (3) the prime beneficiary of the organization's operations, and (4) the compliance structure of the organization. Of these the last two are most valuable because the variables upon which they are based are the same variables which were examined in the present study.

Interest Groups

According to the purpose served category The Alberta Teachers' Association could be classified as an interest group (20, p. 34). Truman defines an interest group as "any group that on the basis of one or more shared attitudes, makes certain claims upon other groups in the society, for the establishment, maintenance or enhancement of forms of behaviour that are implied by the shared attitudes" (32, p. 33).

This definition is supported by Meynaud, and also by Finer (9, pp. 236-237). Adequate support for the utility of viewing The Alberta Teachers' Association as an interest group is contained in Odynak's doctoral dissertation (20). However, it can be argued that classifying the Association as an interest group does not identify all of the variables that might affect the relationship of members to the organization. The interest group classification is of most use in analysing the Association's relations with its environment; it is only indirectly related to the internal relationships of an organization.

Voluntary Associations

According to Hugh's typology, The Alberta Teachers' Association would be closest to a "voluntary association of equals who join voluntarily for a specific purposes (e.g. social clubs, and professional organizations)" (6, p. 41). Scott defines a voluntary association as "...a group of persons relatively freely organized to pursue mutual and personal interests or to achieve common goals, especially non-profit in nature" (24, p. 316).

The Alberta Teachers' Association does not completely fit the category of a voluntary association because membership

is a condition of employment as a teacher. However, most of the other characteristics of the organization fit the criteria for the voluntary association category. It could even be argued that although membership in the Association is not voluntary, the decision to participate in the affairs of the Association is voluntary. This argument holds for most Association activities, but it is not correct in relation to such matters as collective bargaining, ethical practices, and payment of fees. However, associations and organizations very similar to The Alberta Teachers' Association, except for the voluntary nature of their membership, have been classed as voluntary association. Among such organizations are most labour unions and professional associations. Teachers' organizations in the United States, Great Britain, and some of the other Canadian provinces (e.g. Manitoba and Nova Scotia) could more appropriately be classed as voluntary associations because membership is not a condition of employment as a teacher. Nevertheless, practice and tradition in many cases have resulted in making membership in many unions and professional associations practically compulsory (2, pp. 85-89). In any case many characteristics of voluntary associations seem to be similar enough to the characteristics of The Alberta Teachers' Association to classify the Association as

a voluntary association. Much of the research on member involvement in organizations has also been conducted in voluntary associations; some of these studies will be reviewed later in the chapter.

The Prime Beneficiary Classification

The variable used by Blau and Scott to classify organizations is the prime benefactor of the organization's operations (6, pp. 42-45). All organizations have relationships with four categories of persons: the members or rank-and-file participants, the owners or managers, the clients or persons outside of the organization who have direct and regular contact with it, and the public at large. In most organizations each of these categories of persons benefits to some extent from the organizations operations, but in the majority of cases one category of persons benefits more than do others. In other words the major purpose of the organization's existence is to benefit one of these categories of persons.

The four types of organizations based upon the prime beneficiary variable are: (1) mutual benefit associations, where the prime beneficiary is the membership, (2) business concerns, where the owners are the prime beneficiary, (3) service organizations, where the clients are prime beneficiary,

and (4) commonweal organizations, where the public at large is the prime beneficiary.

Blau and Scott speculate that special problems are associated with each type of organization, and that these problems affect the structure, goals, internal relations, and external relations of each organizational type. The major problem of mutual benefit associations, for example, is the maintenance of membership interest and control.

According to the prime beneficiary typology The Alberta Teachers' Association would be classified as primarily a mutual benefit association because the major purpose of the Association is to benefit its members. Therefore, many characteristics of mutual benefit associations would also apply to the Association.

The Compliance Structure Classification

The compliance structure typology is of particular value in the investigation of member involvement in an organization because one of the major variables upon which it is based is the orientation of members to the organization. Many of the concepts contained in this typology are used in developing the concept of involvement which is presented later in the chapter.

As a basis for classifying organizations Etzioni selected the nature of compliance (10, ch. 1). By the term compliance, he refers to "the relationship consisting of the power employed by superiors to control subordinates and the orientation of the subordinates to this power" (10, p. xv). This definition takes into account the formal, or nomothetic, dimension of a social system (the distribution of power resources), and the personality, or idiographic dimension (individual commitment or reaction to the power structure) of that same system.

Etzioni theorizes that compliance is related to many other organizational variables. In other words, organizations which differ in compliance will also differ in variables such as goals, kinds and location of power, level and kinds of consensus attained, communication structures, and in the cohesiveness of sub-groups.

The assumption underlying Etzioni's formulation is that there are three sources of social control which lead to social order. These are coercion, economic assets, and normative values. The three types of compliance associated with these three sources of control are used as the basis for classifying organizations; these are coercive, utilitarian, and normative compliance.

The term compliance which is used as the comparative base in Etzioni's model, consists of two dimensions -- power, which is "...an actor's ability to induce or influence another actor to carry out his directions or any other norms he supports," and orientation, which is "...the way a person responds to the power of another" (10, p. 4). The orientation of an individual to a power structure, which is referred to as involvement, can be either positive or negative.

Etzioni subdivides the power dimension of compliance into coercive power, which rests on the application of negative physical sanctions (e.g. death); remunerative power, which consists of the control of positive material rewards (e.g. salary); and normative power, which consists of control of symbolic rewards and deprivations (e.g. esteem or prestige). Organizations can be classified according to the type of power which predominates in their control structures. Most organizations use all three types, but in most cases one type of power is dominant.

The involvement dimension of compliance is also subdivided into three types -- alienation involvement, which refers to an intense negative orientation to the organization, or its goals; calculative involvement, which refers to either

a slight positive or a slight negative orientation; and moral involvement, which refers to an intense positive orientation to the organization or its control structure.

In addition to being classified according to types of control structure, organizations can also be classified according to the involvement patterns of their lower participants. It is this latter aspect of Etzioni's formulation that is its major distinguishing characteristic. Many organizational theories have been based on power and authority structures, but very few have ever considered the involvement patterns of the rank-and-file members. The two dimensions of power and involvement constitute the compliance relationship. The various combinations of the three types of power and the three types of involvement produce nine types of compliance. These are shown in Table I (10, p. 12).

TABLE I

A TYPOLOGY OF COMPLIANCE RELATIONSHIPS

Kinds of Power	Kinds of Involvement		
	Alienative	Calculative	Moral
Coercive	1	2	3
Remunerative	4	5	6
Normative	7	8	9

Etzioni states that combinations 1, 5, and 9 are found more frequently than the other six possible combinations. The reason for this is that combinations 1, 5, and 9 constitute congruent relationships of power and involvement, whereas the other six combinations are incongruent. Etzioni hypothesizes that congruent relationships are more effective than are incongruent relationships because they generate less friction and tension. The three congruent compliance categories are coercive, utilitarian, and normative. These three categories are used to classify organizations for purposes of analysis.

According to this typology The Alberta Teachers' Association could be classified as primarily a normative organization. The only effective means of control the organization has over its members is normative in nature. In very few matters can the Association control its members by coercive means or by the application of material sanctions. It might be hypothesized then, that unless a large portion of the membership of the Association have a positive orientation to the Association, the organization would not survive.

III. THE INDIVIDUAL AND THE ORGANIZATION

For purposes of study and analysis a teachers' organization can be viewed as a social system consisting of goals,

parts, and processes. According to Scott two of the major parts of any system are the members and the formal organization (supra, pp. 12-13). One of the important processes is the decision-making process by which members decide on the nature and degree of their participation in the formal organization (25, pp. 19-22). In other words the relationship between the individual members and the organization is important for the maintenance of the organization. The belief in the importance of this aspect of organizational behaviour is also held by others. Weber's theory of organization (35), for example, was developed around the concept of authority structures. He defined authority as "the probability that certain commands, or all commands, from a given source will be obeyed by a given group of persons" (35, p. 152). It would seem that Weber's organizational concepts were developed around the relationships between the members of the organization and the formal organizational structure.

Parsons also recognizes the importance of this relationship. He states that all social systems are faced with four basic problems, one of which is integration, or the establishment of a set of relationships among members of the system that serve to co-ordinate and unify the system (21, pp. 16-96).

Other writers also support the importance of member-formal organization relationships. Argyris (1), for example, theorizes that the basic problem of all organizations is the "attempt to fuse two basic components, the individual and the formal organization" (1, p. 20). Barnard suggests that the willingness of persons to contribute effort to the organization is indispensable to organizational maintenance (3, p. 83). Etzioni selected compliance, which is the relationship consisting of the power employed by superiors to control subordinates and the orientation of subordinates to this power, as a base for his organizational typology (10, p. xv). He selected this as his base variable because of his view that the examination of the articulation of the social system and individual personality is essential in organizational analysis.

Blau and Scott selected the prime beneficiary of the output of an organization as the base variable in their typology (6, pp. 40-58). The major issue facing a mutual benefit association, one of their organizational types, is maintaining membership control of the organization. Therefore, a study of the relationship of members to the organization in this type of association is of vital importance. Seidman is of the same opinion; he believes that studies of the type and amount of

member participation in mutual benefit associations, are crucial (26, p. 185).

There have been many studies of the relationship between members and their organizations, but most of these have been conducted in labour unions and other voluntary groups. To the best of the investigator's knowledge no such study has been conducted in a teachers' organization in which membership is a condition of employment. Odynak's study of The Alberta Teachers' Association as an interest group touched on member participation and commitment, but these variables were not thoroughly examined. The study was mainly concerned with an examination of the functions and objectives of The Alberta Teachers' Association as an interest group; an analysis of its organizational structure, its activities and its methods of operation; and an examination of the internal politics of the Association and how internal relationships constitute a cohesive force in the Association's interactions with other groups (20, p. 34). Odynak's conclusions, however, do have implications for membership involvement in the Association. Of these the following are of most interest:

- (1) The Alberta Teachers' Association is a bureaucratic organization. ...

(5) Certain activities are encouraged so that the Association is maintained. It was repeatedly illustrated that the Association was concerned with the lack of interest and the general apathy of the rank-and-file as far as the aims of the organization were apparent. ...

(1) The real control of the decision-making process in The Alberta Teachers' Association is in the hands of the permanent Executive Staff: (i) formal control of the Association is in the hands of the Executive Council; (ii) non-formal control of the Association is in the hands of the permanent Executive Staff; and (iii) in most situations, non-formal control determines and overrides formal control. ...

(2) An active minority is in control at every level of government in the Association. ...

(3) The Active minority at every level of government in the Association is drawn from males with degrees who were in administrative positions in teaching. (20, pp. 225-229).

One might expect from these conclusions that rank-and-file members of the Association would tend to be apathetic and disinterested.

IV. MEMBER INVOLVEMENT IN ORGANIZATIONS

The literature on member involvement in organizations, reviewed for the purposes of this study, can be sub-divided into three sections: the extent of membership involvement in the organization, the component elements of involvement and the relationship among these elements, and the relationship between various member characteristics and the extent of member

involvement in the organization.

The Extent of Member Involvement

Blau and Scott suggest that a mutual benefit association, especially if it is bureaucratically organized, faces the major issue of maintaining a high degree of internal democracy and membership control (6, p. 45). The two problems associated with this issue are membership apathy and oligarchial control. Spinrad generalized from his review of the research on member participation in different types of organizations, that low participation is common in most large organizations (30, p. 237). He also concluded that in labour unions many members view the union as a service organization and are, therefore, minimally involved (30, p. 243). In support of this, Lipset, Trow and Coleman contend that members of labour unions are generally quite inactive unless there is real controversy in the union, and unless they believe that they have power to decide matters which affect them (17, p. 11). Berelson and Steiner maintain that in organizations with compulsory membership a high degree of apathy will be found (4, p. 378). Presthus also hypothesizes that in large bureaucratic organizations the largest proportion of members will fall into his indifferent or apathetic category (27,

pp. 254-255). Argyris also supports this general point of view (1, pp. 68-74). Most authorities agree that bureaucratic structure tends to limit participation (5, p. 69).

According to Etzioni's typology The Alberta Teachers' Association could be classed as a normative organization (supra, p. 22). One of the major distinguishing characteristics of normative organizations is that members have a high moral commitment to the organization, or in other words, they have a high positive orientation to the organization. Arguments supporting this view are presented by others. For example, Greenwood claims that one of the attributes of a professional person is that his career amounts to a calling, or a life devoted to good works (13, p. 216). The work itself is the primary end with other rewards serving as secondary ends. In support of this general point of view Berelson and Steiner maintain that professionals like their jobs better than do people in other occupations (4, p. 378).

If teaching is a profession, if most teachers can be considered to be professional in their attitudes and behaviour, and if Greenwood's concept of a professional career is accepted, then on the basis of this, it might be hypothesized that teachers would be highly committed to their work. Spinrad

generalizes from his review of the literature on member participation in labour unions, that the more satisfied a member is with his job the more committed he is likely to be to his union (30, p. 240). This generalization is also supported by Sayles (23, pp. 43-44).

In general, the literature supports the view that member participation in mutual benefit associations tends to be low and that member commitment to normative organizations tends to be positive. Therefore, in an organization which has characteristics of both a mutual benefit association and a normative organization, it would be expected that membership participation would be rather low, while membership commitment would be positive.

Other factors which might be related to the extent of member involvement are the size of the organization and the level of the organization involved in the analysis. It is widely assumed, for example, that a person will be more actively involved in those groups which are smaller and which are closer to him; there is much support for this assumption. One of the correlates of participation in union activity was found by Spinrad to be size. He reports that members of small union locals are more active than are members of large locals (30, p. 240). This conclusion seems logical because

in most small groups it is possible for members to participate to a greater extent than they can in large groups. Participation, in turn, can lead to high commitment (7, p. 82). Simon states that members have a hierarchy of loyalties within the organizational structure, with loyalty to the smaller, more intimate group taking precedence over loyalty to the larger groups (29, pp. 94-100).

The Components of Involvement

Participation. The literature seems to support the argument that participation in one type of organization activity is highly correlated with participation in other types of organization activities. This conclusion can be partially explained by small group theory. Homans claims that...

Interaction between persons leads to sentiments, and these in turn mean further interaction. ... The more frequently persons interact with one another, the stronger their sentiments or friendships for one another are apt to be. ... The more frequently persons interact with one another, the more alike in some respects both their activities and sentiments tend to become. (16, pp. 119, 120, 133)

Others believe that there is a tendency for people to gravitate to groups or sub-groups with the effect of maximizing their shared values (19, p. 288). It has also been demonstrated that the small group strongly influences

its members by setting and enforcing standards for proper behaviour, even in situations not directly involved in the group activity itself (27, p. 255). For example, Lipset discovered that participation in a union is greater the more homogeneous the group and the more favourable the attitude toward the union is in the immediate social groups to which the worker belongs (17, p. 72). Spinrad also concludes from his review of the literature that "participation is enhanced by those factors which make for greater identification with one's occupational situation and occupational community" (30, p. 244). He maintains, as a result of this conclusion, that activists in a union require a social orientation to the union as well as an economic and political orientation.

Commitment. Most of the theory and research on small group influence on members' participation, referred to above, also applies to members' commitment to an organization. However, there is some evidence to support the claim that commitment to an organization is not homogeneous and unidimensional, but is multidimensional. Helen P. Gouldner discovered that an individual's commitment to an organization as a whole is different from his commitment to the values, policies, and goals of the organization (12, pp. 468-490). This conclusion is also supported by Simon (28, pp. 190-219). Coleman has

also isolated two types of commitment: idea oriented, which refers to goals and values; and group oriented, which refers to loyalties to the group or the organization (8, p. 255).

The Relationship of Participation and Commitment. The influence of the group on an individual member's participation in and commitment to an organization, also applies to the relationship between participation and commitment. There is much support in the literature for the widely held assumption that participation in an organization and commitment to the organization are positively correlated. Sayles and Strauss conclude from their analysis of why members join unions that participation in union affairs increases members' commitment to the union (18, pp. 72-73). Spinrad also concludes from his review of the literature that necessary correlates of participation in union affairs are a belief in unionism and a belief that activity in the union will be functional. He concludes that

...union activity increases with the extent to which the work situation contains positive values and the work group, immediate or extensive, is regarded as a significant reference group in comparison with other values and membership groups. ... Ultimately union activity is a result of the acceptance of working place, work mates, and working class, as somehow constituting a very meaningful part of the union members life -- not merely as instrumental features which are useful for the achievement of gratifications elsewhere. (30, pp. 243-244)

Member Characteristics and Involvement

People are individuals and differ in their capacities, their personalities, and their experiences. Therefore, it is probable that they will also differ in the extent and degree of involvement in the organizations to which they belong.

Sullivan believes that personality is shaped by social forces (supra, p. 4). Presthus who bases much of his theory of individual accommodation to organizations on Sullivan's theories, holds the view that individuals accommodate to organizations in different ways, depending upon their personality structures (22, p. 7). This view is similar to that of Argyris (1, ch. IV).

In his analysis of latent social roles, A.W. Gouldner identified two major organizational types; (1) the cosmopolitan, who ranks low in loyalty to the specific company which employs him, who ranks high in commitment to professional skills, and whose major reference group is outside the company; and (2) the local, who ranks high on loyalty to the company, who ranks low on commitment to professional skills, and whose major reference group is within the company (11, pp. 201-306). Gouldner later sub-divided these two types into six organizational types: the dedicated, the true bureaucrat, the home-guard, the elders, the outsiders, and the empire builders (11,

pp. 444-448).

Another approach is used by Presthus who hypothesizes that there are three basic patterns of accommodation to large bureaucratic organizations. There are the upward-mobiles, who identify strongly with the company; the indifferents, who do not identify with the company; and the ambivalents, who need the status and power the organization can provide, but who cannot give their loyalty to the organization (22, pp. 164-203; 254-255; 257-285). Tagliacozzo and Seidman developed a typology of union members. The types they identified were the ideological unionist, the good union man, the loyal but critical member, the crisis activist, the dually oriented, the indifferent member, and the unwilling unionist (31, pp. 246-253).

There is some evidence to support the contention that males in administrative positions who have more preparation for their jobs, are more active in their professional organizations than are members with a different combination of characteristics (20, p. 229).

V. THE NATURE OF INVOLVEMENT

The review of the literature on organizational typologies and membership involvement in organizations reveals that

the concept of involvement is used differently by different authorities. Etzioni views involvement as the attitude or feeling one has for the various aspects or factors of an organization (e.g. the elites, the organization as a whole, and the goals of the organization) (10, p. 9). Helen P. Gouldner (12) and A.W. Gouldner (11) look at involvement in much the same way. However, Blau and Scott (6) seem to equate involvement with participation. Most empirical studies reviewed used participation as an index of commitment (12). These differences in definition of concepts may account for some of the conflicting views about the involvement of members in different types of organizations. Etzioni, for example, hypothesizes that members of normative organizations are high in moral involvement, or in other words are highly committed to the organization (10, p. 10). On the other hand, Blau and Scott hypothesize that the major issue facing mutual benefit associations, many of which can also be classified as normative, is membership apathy and oligarchial control (6, p. 45).

It is probable that one of the reasons for conflicting evidence is that different studies have developed different concepts of involvement, or at least have emphasized different aspects of involvement. Etzioni, for example, focuses

on the beliefs or attitudes, while Blau and Scott emphasize the behavioural aspects of involvement. Although it might be assumed that participation in the affairs of an organization, and commitment to the organization are highly correlated, it may be that they are sufficiently independent to warrant investigation.

The distinction between the participation and commitment aspects of involvement has support in the literature. The research by Walker, Guest and Turner (34); and Turner (33) deal with two types of commitment, namely, commitment to the organization and commitment to the elites. Helen P. Gouldner (12) dichotomized the commitment dimension into commitment to the organization as a whole, and commitment to specific values of the organization. Etzioni (10, p. 305) also suggests three types of commitment; commitment to the rank structure of the elites, commitment to the organization as a whole, and commitment to the goals of the organization. Simon hypothesizes that commitment to the organization is different from commitment to its values, policies, and goals (28, p. 198).

The literature on member participation, mainly in voluntary associations, indicates the following as the major indices of participation: holding office, serving on committees, attendance at meetings, voting in elections, and reading

publications (30, p. 237). Most of these activities can be classed as participation in the governmental aspects of the organization. However, some of the studies have also related participation in social activities of organizations to activity in the political affairs of the organization (30, p. 243). It has also been concluded by some that political participation in an organization is "enhanced by factors which make for greater identification with one's occupational situation. ..." (30. p. 244).

A Concept of Involvement. On the basis of the above evidence and arguments it is theorized for the purposes of this study that involvement has two aspects -- participation, and commitment. It is further theorized that participation in the affairs of The Alberta Teachers' Association can be subdivided into three parts; participation in the government or politics of the Association, participation in the educational activities of the Association, and participation in the social activities of the Association. It is also theorized that commitment to the Association can be sub-divided into three parts; commitment to the officers of the Association, commitment to the organization as a whole, and commitment to the goals of the Association.

The research problem and sub-problems, the research

hypotheses, and the design and content of the data gathering instrument were developed on the basis of the above concept of involvement.

VI. SUMMARY

The natural systems model was selected as the analytical base for this study because of its emphasis on the relationship between the various parts of a social system. It is an aspect of this relationship that the present study was intended to examine.

For purposes of analysis The Alberta Teachers' Association can be classified on the basis of at least four different typologies. According to the purpose served classification it is an interest group. From most of its characteristics the Association can also be classified as a voluntary association. Because the prime beneficiary of the Association's operations is its membership it can be classed as a mutual benefit association, and according to its compliance structure it can be classified as a normative organization. These classifications were used in an eclectic manner in the selection of the literature on member involvement in organizations, and in the development of the concept of involvement which is basic to the problem investigated.

The weight of the literature reviewed supports the generalization that member-formal organization relationships are extremely important in the growth and maintenance of any organization. This is especially true in the case of mutual benefit associations and normative organizations. The literature also supports the hypothesis that members of an organization which is classified as being both mutual benefit and normative tend to be low on the participation aspect of involvement and high on the commitment aspect. The extent of member involvement in an organization also seems to be related to the size of the organization as well as its closeness to the members.

Member involvement in organizations, according to the literature reviewed, would appear to consist of two aspects -- participation, and commitment. Each of these aspects can also be sub-divided into constituent parts. Each of these aspects and their constituent parts appear to be positively correlated with one another.

For the purposes of this study it was theorized that involvement has two aspects -- participation, and commitment. It was further theorized that participation in the affairs of The Alberta Teachers' Association can be sub-divided into

three parts; participation in the government or politics of the Association, participation in the educational activities of the Association, and participation in the social activities of the Association. It was also theorized that commitment to the Association can be sub-divided into three types; commitment to the officers of the Association, commitment to the organization as a whole, and commitment to the goals of the Association.

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CHAPTER III

ANALYSIS OF THE PROBLEM

I. THE RESEARCH PROBLEM

The Basic Problem

Among the various relationships which occur in an organization the relationship between members and the organization appears to be of major importance in the growth and maintainance of the organization. This is especially true in mutual benefit associations and normative organizations.

The central research problem in this study was concerned with the analysis of one aspect of member-organization relationships. The organization studied was The Alberta Teachers' Association, and the aspect of member-organization relationships investigated was the orientation of members to the organization. Specifically, the research problem was to analyse three aspects of member involvement in The Alberta Teachers' Association: the extent of member involvement, the relationship among the constituent parts of involvement, and the relationship between various member characteristics and member involvement in the Association.

The Sub-problems

The analysis of the problem, guided by the natural systems model; the interest group, voluntary association, mutual benefit association, and compliance structure typologies; the generalizations drawn from the selected literature on motivation, personality, and group dynamics; the theories on individual accommodations to organizations; the theories and research on member involvement in organizations; and the particular problems and structure of teachers' organizations as perceived by the investigator, resulted in the following sub-problems:

1. What is the degree of member commitment to and the extent of member participation in The Alberta Teachers' Association?
2. What are the relationships among political, social and educational participation in The Alberta Teachers' Association?
3. What are the relationships among the commitment of members to the officers of the Association, to the Association as a whole, and to the goals of the Association?
4. What is the relationship between member participation in and member commitment to The Alberta Teachers' Association?

5. What is the relationship between the various personal and professional characteristics of members and the extent of their participation in the affairs and activities of The Alberta Teachers' Association, and the degree of their commitment to the Association?

II. DEFINITION OF TERMS

Some of the following terms are used throughout the report and others are used mainly in the hypotheses and the analysis of the problem.

Participation

The term "participation" denotes the amount of time a member spends in taking part in the affairs and activities of an organization. For analytical purposes in this study participation was divided into three types: political participation, social participation, and educational participation. Operationally the extent or amount of each type of participation was measured in terms of the number of hours members devoted to it.

Political Participation

The term "political participation" denotes the process of taking part in the government and political activities of

the Association. Political activities include: holding office, serving on committees, attendance at business meetings, voting in elections, and discussing Association business with colleagues or other interested persons. Operationally the term refers to the time a member devotes to these activities.

Social Participation

The term "social participation" denotes the process of attending and/or taking part in the social activities sponsored by the Association. Social activities include events such as dances, bonspiels, Christmas parties, local picnics, etc. Operationally the term refers to the amount of time devoted to these activities.

Educational Participation

The term "educational participation" denotes the process of attending and/or taking part in the professional development or in-service education activities sponsored by the Association. Professional development or in-service-education activities refer to all activities sponsored by the Association which have as their major and direct purpose the improvement of the professional competence of members. Operationally the term "educational participation" refers to the amount of time devoted to these activities.

Commitment

The term "commitment" denotes the attitude of favourability toward the Association, or the degree of general approval of its overall leadership, program, policies, and goals. In other words, the identification a member has with the organization is his commitment to it. For the purposes of this study commitment has been sub-divided into three types; commitment to the Association's officers, commitment to the Association as a whole, and commitment to the goals of the Association. Operationally each type of commitment was measured by an attitude scale constructed especially for this purpose.

Association Officers

The term "Association officer" denotes the formally elected or appointed officials of the Association. The officers of The Alberta Teachers' Association at the local level are all members of the local executive and/or local council. The officers of the provincial association are all members of the Executive Council and all appointed staff officers.

Rank-and-file Member

A rank-and-file member is any member of the Association who does not meet the criteria for an Association officer.

The Association as a Whole

The term "The Association as a Whole" denotes the Association as an organization or the sub-parts and sub-groups of the organization to which a member belongs.

Goals

The term "goals" denotes a "desired state of affairs which the organization attempts to realize" (1, p. 6). For the purposes of this study the term is used synonymously with the term "objectives". In other words the term is used to refer to the service goals or objectives, which are the raison d'etre for the Association's existence. The term is used to refer to the final or end goals, as well as to the major secondary goals or major means in Simon's "means-ends" hierarchy (2, p. 62).

Involvement

The term "involvement" is used to denote the total orientation of individuals to an organization. It is merely a descriptive term which includes both the behavioural and

belief aspects of orientation. In other words it refers to a member's participation in the affairs and activities of an organization, as well as to his commitment to the organization. The term is used operationally only to describe the various combinations of participation and commitment.

Involvement Categories

The term "involvement categories" is used to describe the various combinations of participation and commitment used in the study. Nine such combinations are examined. These are high participation-high commitment, high participation-moderate commitment, high participation-low commitment, moderate participation-high commitment, moderate participation-moderate commitment, moderate participation-low commitment, low participation-high commitment, low participation-moderate commitment, and low participation-low commitment.

Local Association

The term "local association" refers to a local branch of the Association as provided for in the General By-laws, and as constituted by Executive Council. A local association is comprised of all members within a specified boundary, usually that of a school system.

Sub Local Association

A sub local association is a unit of a local association constituted by the local association, usually consisting of the staffs of one or more schools.

III. HYPOTHESES

Each hypothesis presented in this section is preceded by a review of the relevant generalizations drawn from the literature reviewed in Chapter Two.

The Extent of Member Involvement

The weight of literature seems to support the hypothesis that membership apathy, or lack of active participation by members, is common in both large bureaucratic organizations, and in mutual benefit associations. Since The Alberta Teachers' Association has the characteristics of both a bureaucratic organization and a mutual benefit association, it seems reasonable to hypothesize that members of the Association will probably be apathetic to the Association. However, the weight of the literature would also support the hypothesis that membership commitment to normative organizations is comparatively high. The Alberta Teachers' Association also has some of the characteristics of normative

organizations.

It seems apparent from the literature on the extent of member participation in and the degree of member commitment to an organization, that there is either a conflict in the theory and evidence, or else that participation and commitment should be considered as two distinct variables. It is theorized for the purposes of this study that participation and commitment are two different aspects of a member's total orientation to an organization.

It could also be generalized from the literature that member participation in an organization such as The Alberta Teachers' Association tends to be low, although commitment to the organization tends to be rather high.

In order to investigate the extent of member participation in and the degree of member commitment to The Alberta Teachers' Association, some acceptable criteria of high and low participation and commitment had to be identified. Different criteria have been used in various studies. Many have used the face value of the instrument to evaluate the degree of participation. In other words the investigator decided on the absolute levels for high and low participation. Other studies have used the terms "high" and "low" participation or commitment in a relative way and have used the terms

to compare two or more groups. Some studies of member commitment to organizations have even used participation as a criterion. However, this criterion could not be used in the present study because of the assumption that participation and commitment are two different aspects of involvement.

Another criterion that could be used to differentiate between high and low participation and high and low commitment is the opinion of certain individuals or groups. Chief among these are the organization's officers and the organization's rank-and-file members. This criterion seems to have considerable validity because in the final analysis the extent of participation and the degree of commitment are important only to the extent that the officers and the rank-and-file members perceive them to be at acceptable or unacceptable levels. In other words it is the perception of these groups about member involvement which is of prime concern to any organization; therefore, the expectation criterion was used in the present study.

It is probable that the actual extent of member participation in and commitment to The Alberta Teachers' Association does not meet the expectations of either the organization's officers or the rank-and-file members. However, in

view of the evidence presented previously it seems plausible that the actual commitment of members to the Association comes closer to expectations than does the actual participation of members. It also seems plausible that the organization's officers would have higher expectations for member participation and commitment than would rank-and-file members. The officers will probably participate more actively in the organization and will probably be more highly committed to it than will the rank-and-file members. Therefore, they will probably have higher expectations for members as well.

On the basis of the above evidence and generalizations the following hypotheses were formulated.

Hypothesis 1.1. Member participation in the affairs and activities of The Alberta Teachers' Association does not meet the expectations of the Association's rank-and-file members.

Hypothesis 1.2. Member participation in the affairs and activities of The Alberta Teachers' Association does not meet the expectations of the Association's officers.

Hypothesis 1.3. Member commitment to The Alberta Teachers' Association does not meet the expectations of the Association's rank-and-file members.

Hypothesis 1.4. Member commitment to The Alberta Teachers' Association does not meet the expectations of the Association's officers.

Hypothesis 1.5. Officers of The Alberta Teachers' Association participate more actively in the affairs and activities of the Association than do the rank-and-file members of the Association.

Hypothesis 1.6. Officers of The Alberta Teachers' Association are more highly committed to the Association than are the rank-and-file members.

Hypothesis 1.7. Officers of The Alberta Teachers' Association hold higher expectations for member participation in the affairs and activities of the Association than do the rank-and-file members of the Association.

Hypothesis 1.8. Officers of The Alberta Teachers' Association hold higher expectations for member commitment to the Association than do the rank-and-file members of the Association.

Hypothesis 1.9. A greater proportion of Association members meet or exceed rank-and-file member expectations on the commitment aspect of involvement than meet or exceed rank-and-file expectations on the participation aspect.

Hypothesis 1.10. A greater proportion of Association members meet or exceed officer's expectations on the commitment aspect of involvement than meet or exceed officer's expectations on the participation aspect.

It seems evident from the literature reviewed that a greater proportion of members of The Alberta Teachers' Association will be more active in local affairs and activities than will be active in provincial affairs and activities. The local association is closer to them and it is smaller; therefore, they will have a greater opportunity to participate. In addition the literature seems to support the hypothesis that members, because of their greater participation in local affairs, are also more highly committed to the local association.

Hypothesis 1.11. Members of The Alberta Teachers' Association are more highly committed to their local associations than they are to the provincial association.

Hypothesis 1.12. Members of The Alberta Teachers' Association who are members of small locals will be more highly committed to the Association than are those who are members of large locals.

Hypothesis 1.13. Members of The Alberta Teachers'

Association who are members of small locals will participate more actively in The Alberta Teachers' Association than will members of the Association who are members of large locals.

Member Participation

It could be generalized from the evidence presented that members of The Alberta Teachers' Association are influenced in their behaviour and attitudes by small face-to-face groups of their colleagues, and that their participation in the political affairs of the Association is enhanced by social and educational involvement in the Association.

Hypothesis 2.1. There is a significant positive correlation among members participation in the political, social, and educational activities and affairs of The Alberta Teachers' Association.

Member Commitment

The evidence on small group behaviour tends to support the hypothesis that the various types of commitment are positively correlated with each other. However, other evidence on organizational commitment, presented in Chapter Two, tends to contradict this view. Although the evidence on the nature of this relationship is not conclusive, a positive correlation is predicted for the purposes of this study.

Hypothesis 3.1. There is a significant correlation among member commitment to the officers of The Alberta Teachers' Association, to the Association as a whole, and to the goals of the Association.

The Relationship Between Participation and Commitment

The evidence presented on small group behaviour and the involvement of members in organizations generally supports the hypothesis that participation in and commitment to an organization will be positively correlated.

Hypothesis 4.1. There is a significant positive correlation between member participation in the affairs and activities of The Alberta Teachers' Association and member commitment to the Association.

Member Characteristics and Involvement

The evidence presented supports the hypothesis that members differ in their involvement in an organization, and that these differences result, in part at least, from differences in member characteristics. The characteristics selected for analysis in this study are those found to be related to involvement by other investigator, as well as those which are readily available from teacher records.

Hypothesis 5.1. Members of The Alberta Teachers'

Association who differ in sex, years of teaching experience, teaching position, years of teacher education, origin of first teaching certificate, teaching level, first type of academic or professional preparation, type of first degree, marital status, and who are members of different sized school staffs will also differ significantly in the extent to which they participate in the affairs and activities of The Alberta Teachers' Association.

Hypothesis 5.2. Members of The Alberta Teachers'

Association who differ in sex, years of teaching experience, teaching position, years of teacher education, origin of first teaching certificate, teaching level, first type of academic or professional preparation, type of first degree, marital status, and who are members of different sized school staffs will also differ significantly in the degree to which they are committed to The Alberta Teachers' Association.

Hypothesis 5.3. There will be a significant difference

between the proportion of members in the various categories of each personal variable in each involvement category, and the proportion of members in the various categories of each personal variable in the total sample.

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CHAPTER IV

INSTRUMENTATION

In order to test the hypotheses advanced for this study it was necessary to collect personal data from a sample of the member population as well as data on the extent of each member's participation in the affairs and activities of The Alberta Teachers' Association and the degree of each member's commitment to the Association. Information was also required on the expectations for the participation and commitment of Association members held by a sample of Association rank-and-file members and a sample of Association officers.

I. CONSTRUCTION OF THE INVOLVEMENT INSTRUMENT

In order to collect the data required on the involvement of members in The Alberta Teachers' Association an involvement instrument was constructed. This included sections on personal information, extent of participation, and degree of commitment (See Appendix A).

Personal Information

The personal information section of the instrument included twenty "fixed alternative" type items designed to

provide information on the personal and professional characteristics of respondents.

Because the items in this section were designed to collect specific information well known to the respondents, and because it was considered that the nature of the information should not result in falsification, it was assumed that the items would provide both valid and reliable data. The items were constructed to be similar in format and wording to those used by The Alberta Teachers' Association in its 1964 "Survey of Teacher Opinion." The items were also checked by a panel of twenty teachers, Association staff officers, and graduate students. Several modifications were made on the suggestion of panel members.

No revisions in this section of the instrument were found to be necessary after a pilot project was conducted.

Participation Section

The participation section of the involvement instrument was designed to gather information on the extent of each respondents political, social, and educational participation in the affairs and activities of The Alberta Teachers' Association.

Item Content. After several attempts to construct items which would yield the information required and as a

result of suggestions from the panel which checked the instrument for wording, clarity, meaning and suitability, it was decided to ask the respondents to provide the information on a two dimension chart (See Appendix A). Respondents were asked to estimate the number of hours they devoted to the political, social, and educational activities of the Association at the sublocal, local, and provincial levels, between September 1, 1964, and the time the data were collected in February, 1965.

Commitment Section

The commitment section of the involvement instrument was constructed in the form of a summated rating attitude scale (1, pp. 149-170), and was designed to provide information on members' commitment to the goals of the Association, to the Association as a whole, and to the officers of the Association (See Appendix A). The total commitment section consisted of three parts, one for each type of commitment listed above. These sub-sections, however, were not identified in the instrument. Each sub-section consisted of ten items or attitude statements designed to represent the universe of interest of that sub-section. Some of the items in the "goals" and "Association as a Whole" sub-sections were constructed in pairs, one to measure commitment to the local

association and one to measure commitment to the provincial association.

Item Content. The universe of interest for the subsection on commitment to the officers of the Association consists of all possible statements which could be constructed to measure the attitude of a member toward the officers of the Association. Similarly the universe of interest for the subsection on commitment to the Association as a whole consists of all possible statements that could be constructed to measure a member's attitude toward the Association as a reference group. Finally, the universe of interest for the subsection on commitment to the goals of the Association consists of all possible statements that could be constructed to measure the attitude of members toward the goals of the Association. The goals of the Association were identified through an analysis of the stated goals of the Association (as stated in the Teaching Profession Act, and other publications and records of the Association), an analysis of the goals as perceived by a sample of Association staff members, an analysis of the direction of the Association's efforts, and an analysis of the allocation of Association resources (2, pp. 6-7).

Attitude statements were constructed to represent the particular universe of interests mentioned above.

Construction. More than twenty attitude statements were constructed for each sub-section of the instrument. Approximately one-half of the statements in each sub-section were worded so as to imply varying degrees of favourableness toward the Association, and approximately one-half were constructed so as to imply varying degrees of unfavourableness toward the Association. The responses to the items were scored by giving the most favourable response a score of five, a favourable response a score of four, the undecided response a score of three, an unfavourable response a score of two, and the least favourable response a score of one.

Ideas for items for the sub-sections on commitment to officers of the Association and commitment to the Association as a whole were obtained from several officers of the Association, and from similar instruments constructed by A.W. Gouldner (4), and H.P. Gouldner (5). Items for the sub-section on commitment to the goals of the Association were constructed after the goals had been identified. The concept of "real goals" used for the purposes of this section was as stated by Etzioni:

The researcher will define as the real goals of the organization those future states toward which a majority of the organization's means and the major organizational commitments of the participants are directed, and which, in case of conflict with goals which are stated but command few resources, have clear priority. (2, p. 7)

Four methods were used to identify the real goals of the Association. First, an analysis was made of the goals as stated in the Teaching Profession Act (6, sec. 4), The Educational Policy Statement of the Association (7, pp. 19-20), The ATA Policy Handbook (8), and various other Association records and publication (9). Second, six staff officers of the Association, selected at random, were interviewed for the purpose of discovering what they believed to be the major goals of the Association. Third, the financial statements for 1963 were analysed for the purpose of determining which goals received the greatest financial support. Finally, the goals which received the greatest attention, as measured by the allocation of staff officer time and effort, were determined.

The order of importance of these goals was determined by the frequency of mention, the emphasis given to them in the written statements and by the staff officers, and by the amount of time and money devoted to them. More statements were constructed for the most important goals than were constructed for the least important. The statement of goals and the

order in which they were placed is contained in Appendix D.

The wording, clarity, meaning and suitability of the items were checked by a panel of twenty teachers, Association staff officers, and graduate students. Several modifications were made as a result of suggestions from panel members.

II. PILOT STUDY

Pilot Sample

A typical rural local association was selected for purposes of conducting a pilot study. Permission was obtained from the president of the local association, the presidents of the three sublocals, and the principals of the six schools involved, to use the members of the sublocals as a pilot sample for the purpose of checking the validity and reliability of the involvement instrument. A meeting was held with these persons early in December, 1964 for the purpose of explaining the nature of the study, the design of the pilot study, and the procedure for administering the instrument. The 115 teachers used as the pilot sample were located in six schools ranging in size from fourteen to thirty-one teachers.

Criterion Panel

The criterion panel used consisted of the principals

of the six schools involved, the presidents of the three sublocals, and two other active members from each sublocal. Each member of the criterion panel was asked to rate members of his sublocal in two different ways; first, according to his estimate of the amount of time they devoted to the affairs and activities of The Alberta Teachers' Association in comparison with other members of the local; and second, according to his estimate of their commitment to the Association in comparison with the commitment of other members of the local. Five members of the panel were asked to rate all members of the three sublocals.

A meeting to explain the rating procedures was held with the criterion panel. At this meeting a sheet of instructions and a rating instrument were given to each panel member (See Appendix E and F). These were returned before the involvement instrument was administered.

Administration of the Involvement Instrument

Arrangements were made with each of the six principals involved to distribute and collect the instruments. The instrument delivered to each teacher in the pilot sample was sealed in an envelope along with a sheet of instructions and an envelope in which they were asked to seal the completed

questionnaire before returning it to the principal (See Appendix C). The instruments were delivered to the teachers on January 15, 1965; a total of 112, or ninety seven percent of the instruments were completed.

A code number was assigned to each member of the sample prior to administering the instrument; this code number was placed on the instrument received by each member. Arrangements were made, however, for the investigator to work only with code numbers. The key by which names could be matched with numbers was not made available to him.

Analysis of the Pilot Study

Criterion Panel Ratings. After the code numbers were placed on the rating sheets returned by the criterion panel and the names had been removed, the participation and commitment ratings given to each member of the pilot sample by members of the criterion panel were tabulated and arithmetic means were calculated.

Participation Section: Validity. The validity of the participation section of the involvement instrument was determined by calculating the Pearson product moment correlation coefficient for the mean ratings obtained by the members of the sample and the number of hours members of the sample.

estimated they devoted to the Association since September 1, 1964. A correlation coefficient of .61 was obtained, which is significant at the .01 level for an N of 107. It was concluded, on the basis of this evidence that the participation section of the involvement instrument provided a valid measure of the extent of member participation in the affairs and activities of the Association. This conclusion was based on the assumption that the judgements of the criterion panel were valid indices of the amount of time members devote to the Association.

Commitment Section: Item Selection. The total score on the commitment section of the involvement instrument, and sub-scores for commitment to the goals of the Association, commitment to the Association as a whole, and commitment to the officers of the Association were calculated for each respondent. The respondents were then ranked from highest to lowest according to their scores on each commitment subsection. The highest twenty-five percent and the lowest twenty-five percent of the respondents, for each sub-section, were selected as the two comparison groups for the purpose of evaluating the individual items and for making the final selection of items (1, p. 154). The differences between the

high and low groups for each sub-section are summarized in Table II.

TABLE II

DIFFERENCES BETWEEN MEANS FOR THE HIGH AND LOW SCORING
GROUPS ON EACH COMMITMENT SUB-SECTION OF
THE INVOLVEMENT INSTRUMENT
(N = 107)

Sub-section	Group	Means	S.D.	Lev. of Sig.
Commitment to the goals of the Association	High	108.40	3.32	.01
	Low	87.32	2.83	
Commitment to the Association as a whole	High	111.15	4.47	.01
	Low	84.00	6.08	
Commitment to the officers of the Association	High	95.76	4.48	.01
	Low	73.29	3.46	

It had been decided previously to select the ten best items in each sub-section to compose the final commitment instrument. The criteria used for the selection of items were as follows: (1) the magnitude of the difference between the high and low groups for each item (This procedure would determine which items were most discriminating (1, p. 155)), (2) the number of favourable items in each sub-section (It

was decided that one half of the items would be worded so that they would be favourable to the Association and one half would be worded so that they would be unfavourable to the Association), and (3) the number of pairs of items in each sub-section designed to measure the difference in commitment to local and provincial Associations (It was decided that there should be at least three pairs of items designed for this purpose in the sections on commitment to the Association as a whole and commitment to the officers of the Association).

The means for each item for both the high group and the low group, for each sub-section, were calculated and items were selected on the basis of the criteria outlined above. The ten items in the sub-section designed to measure commitment to the Association's goals, which exhibited the greatest magnitude of difference between the high and low groups, were also evenly divided on the "favourable-unfavourable" dimension. They were therefore selected for the final version of the instrument. Table III contains the significant information about each item selected. Among the ten items selected to measure commitment to the Association as a whole, were four pairs designed to measure the difference between member commitment to local and provincial associations. Table IV contains the significant information for each item selected.

TABLE III

ITEMS SELECTED TO MEASURE COMMITMENT TO THE GOALS
OF THE ALBERTA TEACHERS' ASSOCIATION

Items selected from the Pilot Instrument (See Appendix C)	Favourable or Unfavourable To the Association	Designed to measure local, provincial, or general commit- ment	Mean		Dif. in means	Lev. of Sig.
			High Group	Low Group		
1	F	G	4.47	3.86	.87	.01
3	F	G	4.56	2.71	1.85	.01
4	U	G	3.54	2.43	1.11	.01
5	F	G	4.78	3.93	.85	.01
12	U	G	4.89	3.93	.96	.01
14	U	G	3.48	2.64	.84	.01
16	U	G	3.89	2.93	.96	.01
18	F	G	3.93	2.93	1.00	.01
21	F	G	4.04	3.07	.97	.01
24	U	G	4.26	2.96	1.30	.01

TABLE IV

ITEMS SELECTED TO MEASURE COMMITMENT TO
THE ASSOCIATION AS A WHOLE

Items selected from the Pilot Instrument (See Appendix C)	Favourable of Unfavourable to the Association	Designed to measure local, provincial, or general commit- ment	Mean		Dif. in means	Lev. of Sig.
			High Group	Low Group		
26	F	G	4.27	2.85	1.42	.01
31	F	P	3.99	2.98	1.01	.01
35	F	P	4.15	3.07	1.08	.01
39	U	P	3.88	2.46	1.42	.01
40	U	P	4.69	3.29	1.40	.01
43	F	L	3.54	2.39	1.15	.01
46	U	L	4.21	3.04	1.17	.01
47	F	L	4.32	3.18	1.14	.01
48	U	L	4.64	3.57	1.07	.01
52	U	G	4.24	3.04	1.20	.01

For the section designed to measure commitment to the officers of the Association ten items were selected. Three pairs of items designed to measure the difference in commitment to local and provincial associations were included. The significant information about each item selected is contained in Table V.

The difference between means for the high and low group, for each item selected was significant at the .01 level.

It was concluded as a result of the item selection procedures used and the results obtained that the ten items selected for each commitment sub-section were the ones most sensitive to differences in attitudes toward the various factors to be measured. Since these items were also fairly representative of the variables contained in the pilot instrument, it was decided that these items would be used for the final version of the commitment section of the involvement instrument.

Commitment Section: Validity. Although it was recognized that instruments designed to measure attitudes are seldom submitted to statistical validity checks unless the criterion used is another attitude scale of known validity,

TABLE V
ITEMS SELECTED TO MEASURE COMMITMENT TO
THE OFFICERS OF THE ASSOCIATION

Items selected from the Pilot Instrument (See Appendix C)	Favourable or Unfavourable to the Association	Designed to measure local, provincial, or general commit- ment	Mean	Dif. in Means	Lev. of Sig.
			High Group	Low Group	
54	F	G	4.50	3.31	1.19 .01
57	U	P	4.19	3.07	1.12 .01
58	F	G	4.19	3.21	.98 .01
59	F	P	4.15	3.24	.91 .01
61	U	G	3.85	2.83	1.02 .01
64	U	P	4.08	3.07	1.01 .01
66	U	L	4.42	3.45	.97 .01
67	U	L	4.54	3.52	1.02 .01
69	F	L	4.54	3.52	1.02 .01
74	F	G	4.23	3.21	1.02 .01

it was decided to use the same criterion panel to check the validity of this section as was used to check the validity of the participation section. This decision was made because no similar attitude instrument was known to the investigator, and because it was relatively easy to have the members of the criterion panel rate the sample members on commitment at the same time that they were rating them on participation.

Although the members of the criterion panel were informed of the investigator's distinction between participation and commitment the correlation coefficient between their ratings for participation and commitment was .96. A possible explanation for this high correlation is that the raters used participation as their major index of commitment, which is a common procedure even in research projects (supra, p. 35).

Table VI contains the Pearson product moment correlation coefficients between the criterion panel's ratings and the actual scores obtained by the respondents on the various commitment sub-sections. Correlations were calculated before item selection as well as after item selection. Table VI also contains the intercorrelations between the sub-sections.

It can be observed in Table VI that the items

TABLE VI

CORRELATION MATRIX FOR THE COMMITMENT RATINGS AND SCORES
ON THE SUB-SECTIONS OF THE COMMITMENT INSTRUMENT
(N = 107)

	Total com- mitment	Commitment to goals	Commitment to the Ass'n as a whole	Commitment to the Officers of the Ass'n
Commitment B+	.198	.224	.346*	-.034
ratings A	.235*	.243*	.362*	-.058
Total com- B	----	.712*	.918*	.763*
mitment A	----	.709*	.863*	.655*
Commitment B		----	.426*	.360*
to goals A		----	.408*	.129
Commitment B			-----	.589*
to the A			-----	.427*
Ass'n as a whole				

* Significant at the .01 level.

+ "B" - correlation before item selection.
"A" - correlation after item selection.

selected for the final version of the commitment section correlated to a slightly higher extent with the commitment ratings than did the items on the pilot instrument. Although the correlation coefficients between the commitment ratings and total commitment, commitment to the goals of the Association, and commitment to the Association as a whole are not very

high, they are nevertheless significant at the .01 level. From this evidence it was concluded that the items selected for the final version of the instrument have some degree of validity, at least when compared with the ratings of the criterion panel.

It is also interesting to note from Table VI that the intercorrelations between the commitment sub-sections are lower on the final version of the instrument than they were on the pilot version. The weight of literature reviewed for the purposes of this study supports the view that commitment to the goals of the Association, commitment to the Association as a whole, and commitment to the officers of the Association may not be highly correlated (supra, p.31). On the basis of this evidence it was concluded that the items selected for the final version of the instrument are a better measure of the various types of commitment than were all of the commitment items on the pilot instrument.

Commitment Section: Reliability. The split-half reliability coefficients were calculated for each commitment sub-section and for total commitment, for the final version of the instrument. The reliability coefficients for the whole scale were estimated by the Spearman-Brown prophecy formula (3, pp.

278-280). These coefficients are contained in Table VII.

TABLE VII

SPLIT-HALF AND ESTIMATED WHOLE TEST RELIABILITY FOR
THE FINAL VERSION OF THE COMMITMENT INSTRUMENT
(N = 107)

	Split-half	Whole-test
Commitment to the goals of the Association	.721	.832
Commitment to the Associa- tion as a whole	.692	.817
Commitment to the Officers of the Association	.782	.878
Total commitment to the Association	.807	.893

On the basis of the evidence contained in Table VII it was concluded that the final version of the commitment instrument had a fairly high level of reliability. After the total pilot project analysis described above, the final version of the involvement instrument was prepared for use in the major study (See Appendix A).

III. THE EXPECTATIONS INSTRUMENT

In order to test the first ten hypotheses under subproblem one it was necessary to collect data on the expectations held for member participation and commitment by both rank-and-file members and officers of the Association. An expectations instrument was constructed for this purpose.

The participation and commitment sections of the expectations instrument were constructed so as to contain items identical to those in the involvement instrument, except that the respondents were asked to complete the instrument from the point of view of what they would expect by way of participation and commitment from an average or typical member of the Association (See Appendix B).

IV. SUMMARY

In order to collect the data necessary to test the hypotheses advanced for the study an involvement instrument, and an expectations instrument were constructed. The involvement instrument was designed to collect data on member participation in and commitment to The Alberta Teachers' Association. The expectations instrument, which contained items identical to those in the involvement instrument, was designed

to collect data on rank-and-file member and officer expectations for member participation and commitment. The validity and reliability of the instruments were checked by means of a pilot study.

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CHAPTER V

DATA SOURCES, COLLECTION, AND TREATMENT

This chapter contains an explanation of the methods used to select the samples from which data were collected, a description of the procedures used to collect the data, and the classification of responses. It also contains a tabulation of the means, standard deviations, medians and ranges of the participation and commitment sub-scores, and a discussion of the statistical treatments used.

I. DATA SOURCES AND COLLECTION

Alberta Teachers' Association Clearance

Because of the nature of the study in which teachers were asked to give opinions about the Association, the outline of the study was submitted to The Alberta Teachers' Association for its approval. The Association approved of the study and agreed to assist by making its mailing list available and by making the facilities of the Association available for distribution of the instrument.

Selection of the Sample

Actual Involvement. A random sample of 980 active

members of The Alberta Teachers' Association, selected from the Association's membership cards, was used as the source from which data on member involvement in the Association were obtained. The involvement instrument along with a stamped return-addressed envelope was mailed to each member of this sample on February 15, 1965.

Because the sample was to be divided into many sub-groups for analysis and comparison it was necessary to select a total sample large enough so that a reasonable sized "N" could be expected for the smallest sub-group. It was decided that an "N" of approximately fifty would be minimum for this purpose. From an analysis of the data gathered in the "Survey of Teacher Opinion," conducted by the Association in 1964 it was estimated that a sample of approximately 1,000 should ensure an "N" of at least fifty in the smallest sub-group to be used for analysis and comparison purposes (teachers with five or six years of professional preparation). This estimate was based on an anticipated return of eighty percent.

Expected Involvement. A random sample of 300 chosen from the Association's membership cards, and a further random sample of 200 selected from the Association's list of local and provincial officers was used as the source from which data

on rank-and-file member and officer expectations for member involvement in The Alberta Teachers' Association were obtained. The expectations instrument along with a stamped return-addressed envelope was sent to each member of this sample on February 18, 1965.

It was estimated that a sample of 500 should ensure an "N" of at least 170 for the smallest sub-group of the sample (Association officers), if eighty percent of the sample return completed instruments. A follow-up reminder was sent to members of both samples on February 25, 1965.

Questionnaire Returns

A total of 629 usable questionnaires from the involvement sample and 359 from the expectations sample were returned in time to be used in the study. This represents a 70.41 percent return from the involvement sample, and a 71.80 percent return from the expectations sample.

II. CLASSIFICATION OF RESPONSES

Responses from the involvement sample were classified according to selected personal characteristics of the respondents, professional experience and positions of the

respondents, preparation characteristics of the respondents, Association positions held by the respondents, and the size of local associations and school staffs to which the respondents belonged. The distribution of the respondents according to these criteria was compared with the distribution obtained in the "Survey of Teacher Opinion" conducted by the ATA in 1964 (1, pp. 54-56). The proportion of responses in most categories are similar for both studies. It could be concluded from this evidence that the involvement sample is fairly representative of the total population of members of the Association. The detailed classification of responses and the comparison of the distribution of responses with the "Survey of Teacher Opinion" distribution are contained in Appendix G. The expectations sample was classified into officers and rank-and-file members. This information is also contained in Appendix G.

Computation of Scores

All information contained in the questionnaire returned by each respondent was transferred to an IBM punch card. Respondents who did not complete the participation section, or who did not reply to four or more items in the teacher opinion section were not included in the final sample; a total

of twenty respondents fell into this category. For purposes of arriving at the commitment sub-scores each item in the teacher opinion section which was not answered was assigned a score of three.

Sub-scores were calculated for political participation, social participation, educational participation, total participation, commitment to Association goals, commitment to the Association as a whole, commitment to the officers of the Association, total commitment, commitment to the provincial association, commitment to provincial officers, commitment to the total provincial association, commitment to the local association, commitment to local officers, and commitment to the total local association. The explanation of these sub-scores is contained in Chapter Four, pages 61-83.

The means and standard deviations for each participation sub-score for the officers, rank-and-file members, and the total sample, and for officer expectations, rank-and-file expectations and total expectations were computed.

The participation means and standard deviations and an examination of the frequency distributions indicated that the distributions of the samples, on the participation variables, were extremely positively skewed and had a rather wide variation. Statistics such as the mean and standard deviation are

not as meaningful when the distributions are markedly skewed. When the distribution of a variable shows gross asymmetry non-parametric measures should be used (3, pp. 49; 264). It was, therefore, decided to calculate the medians and ranges for the participation variables in each sub-sample. These are shown in Table VIII. An examination of this table supports the conclusion that the variations of the participation variables are rather wide, and the distributions are markedly skewed. This is especially true for rank-and-file administrative and social participation, officer social participation, and total administrative and social participation.

Means and standard deviations for each commitment subscore for officers, rank-and-file members, and the total sample; and for officer expectations, rank-and-file expectations, and total expectations were computed. This information is contained in Table IX. An examination of this table, and the frequency distributions, suggest that the commitment distributions for the various sub-samples are fairly symmetrical and do not have extremely wide variations. As a check on this assumption the medians and ranges were calculated for officers total commitment, rank-and-file total commitment, officers expectations, and rank-and-file expectations. This information is shown in Table X. A comparison of the means

TABLE VIII

MEDIAN AND RANGES FOR ACTUAL AND EXPECTED PARTICIPATION

	Officers (N=110)		Members (N=580)		Total (N=690)	
	Medians	Ranges	Medians	Ranges	Medians	Ranges
ADMINISTRATIVE PARTICIPATION:						
Actual	18.43	0-220	2.97	0-130	3.11	0-220
Expected	28.39	0-221	15.13	0-180	19.48	0-221
SOCIAL PARTICIPATION:						
Actual	5.27	0- 80	3.11	0- 75	3.32	0- 80
Expected	13.48	0-110	8.89	0- 72	11.29	0-110
EDUCATIONAL PARTICIPATION:						
Actual	15.00	0-210	10.88	0-150	11.35	0-210
Expected	33.03	0-180	23.62	0-200	28.64	0-200
TOTAL PARTICIPATION:						
Actual	47.63	0-340	14.87	0-235	17.36	0-340
Expected	75.70	0-306	50.33	0-350	59.60	0-350

TABLE IX

MEANS AND STANDARD DEVIATIONS FOR ACTUAL
AND EXPECTED COMMITMENT

	Officers N=(Actual 110 Expected 180)		Members N=(Actual 580 Expected 179)		Total	
	Means	S.D.	Means	S.D.	Means	S.D.
COMMITMENT TO GOALS:						
Actual	40.13	4.38	37.65	5.05	38.03	5.03
Expected	40.37	4.19	38.08	4.76	39.23	4.63
COMMITMENT TO THE ASS'N AS A WHOLE						
Actual	42.73	6.48	36.86	7.50	37.80	7.65
Expected	43.71	5.23	39.11	6.74	41.41	6.45
COMMITMENT TO OFFICERS:						
Actual	41.83	6.05	38.92	6.76	39.38	6.73
Expected	43.11	5.67	41.31	6.40	42.21	6.11
TOTAL COMMITMENT:						
Actual	124.68	13.72	113.43	15.29	115.22	15.61
Expected	127.18	11.86	118.50	14.27	122.85	13.83

TABLE X

MEDIANS AND RANGES FOR TOTAL COMMITMENT FOR OFFICERS,
RANK-AND-FILE MEMBERS, OFFICER EXPECTATIONS, AND
RANK-AND-FILE EXPECTATIONS

	Mean	Median	Range
Officers (N=110)	124.68	127.65	81-147
Rank-and-file (N=580)	113.43	113.92	65-149
Officer Expectations (N=180)	127.18	129.00	92-149
Rank-and-file Expectations (N=179)	118.50	119.38	75-149

and medians shown in this table confirm that the distributions are only slightly negatively skewed. It was decided, therefore, that parametric statistics could be used to describe these distributions.

III. STATISTICAL TREATMENT

The fact that the participation distributions deviate rather severely from normality and have rather wide variations created some problems in the selection of statistical models to test the hypotheses involving participation. These problems were not faced in regard to the commitment distributions because they seem to deviate very little from normality and have similar sized variances.

One of the most sensitive measures of the relationship between variables, the product-moment correlation coefficient, and the two most sensitive inferential tests of the differences between two or more samples, the t-test and the F test, are based on fairly stringent mathematical assumptions. Most of these assumptions are violated in the participation distributions.

The major assumption made in using the product-moment correlation coefficient is that the linear-regression model

is a good fit to the data (3, p. 110; 5, p. 120). Another assumption is that the data possess homoscedasticity (2, p. 82). Normality need not be assumed. However, if two variables with different shaped distributions are correlated, the differences in their shapes will tend to create a deviation from linearity in one or both of the regression lines. This will result in a lower correlation coefficient than would otherwise be expected (3, p. 110; 4, p. 510). In discussing the uses of the correlation coefficient Hays states that:

...It is not necessary to make any assumptions at all about the form of the distribution, the variability of Y scores within X columns or "arrays", or the true level of measurement represented by the scores in order to employ linear regression and correlation indices to describe a given set of data. So long as there are N distinct cases, each having two numerical scores, X and Y, then the descriptive statistics of correlation and regression may be used. In so doing we describe the data as though a linear rule were to be used for prediction, and this is a perfectly adequate way to talk about the tendency of these numerical scores to associate or "go together" in a linear way in these data. (4, p. 510)

On the basis of this argument the product-moment correlation coefficient was used to describe all relationships hypothesized in this study. It could be argued that the participation scores should have been scaled and normalized so as to eliminate the skewness of the distribution. This procedure, however, should be used only if it is assumed that the variable is normally distributed in the population; such

an assumption cannot be made in regard to the participation of members in the affairs and activities of the Alberta Teachers' Association. It should be pointed out, however, that the correlations may be somewhat attenuated because the two variables differ markedly in regard to the shapes of their distributions.

The t-test for the significance of differences between means assumes normality of the distribution of the variables in the population, and equality of population variances (3, pp. 143-145; 6, p. 34; 4, p. 308). Modifications in the t-test have been made to take into account unequal variances (3, p. 143), and experience has demonstrated that the t-test is very robust with respect to the assumption of the normality of the distributions, especially for two-tailed tests. Winer claims that:

...Even when population distributions are markedly skewed, the sampling distribution of the t statistic, which assumes normality, provides a good approximation to the exact sampling distribution which takes into account the skewness. (6, p. 34)

Hays supports this view and suggests that when normality cannot be assumed that a larger sample size should be planned for (4, p. 308). Ferguson also supports this point of view, but suggests that non-parametric tests should be used in cases of extreme skewness (3, p. 146).

On the basis of the above arguments both the t-test and the median test were used to test the differences between the various participation sub-samples. Both of these tests produced similar results in all cases. This tends to support the argument that the t-test is very robust, even in cases of extreme skewness.

The mathematical model on which the F test, used in the parametric analysis of variance, is based, assumes normality of the distribution in the population as well as homogeneity of variances. These assumptions cannot be made with respect to the participation data. However, it has also been demonstrated that the F test is very robust, both with respect to deviations from normality of the distributions and the homogeneity of the variances, especially in cases where the N's are relatively large and are nearly equal in size (3, pp. 239-240; 5, p. 252; 6, pp. 61-62; 4, pp. 378-380; 2, pp. 158-160). The assumption of homogeneity of variance is much more critical than the assumption of normality. However, even in this case a considerable deviation from normality does not affect the prediction excessively. In discussing the nature of the assumptions underlying the F test McNemar claims that:

Although these assumptions are incorporated in the mathematical derivation of the F distribution, there is

ample evidence that marked skewness, departures from normal kurtosis, and extreme differences in variance (of the order of 1 to 4 to 9 -- it is not the numerical differences but the relative sizes of the variances that are pertinent) do not greatly disrupt the F test as a basis for judging significance in the analysis of variance. (5, p. 252)

McNemar suggests that even in cases of severe violations of the assumptions a confidence level of .01 should be sufficient to claim significance at the .02 level. Hays agrees with this argument, especially if the N's are relatively large (4, p. 380). On the basis of these arguments it was decided to use the F test in all cases where an analysis of variance was called for in the design of the study.

Many of the hypotheses in this study were tested by the Chi square test. However, the skewness of the participation distributions does not violate the assumptions of the Chi square test.

IV. SUMMARY

Although the distribution of the participation samples were markedly skewed and the homogeneity of the variances could not be assumed, the decision to use parametric tests for most hypotheses was made for several reasons. First, the parametric tests used have been demonstrated to be very robust with respect to the assumptions which the participation data

seems to violate. Second, the size of the N's used in the study can be considered as large. Third, it seemed desirable to use the same type of tests for both aspects of involvement, whenever it was possible to do so.

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CHAPTER VI

MEMBER PARTICIPATION AND COMMITMENT

This chapter contains an analysis of the data and the findings for the first sub-problem which focused on the degree of member commitment to and the extent of member participation in The Alberta Teachers' Association.

The criteria used to determine the degree of member commitment to and the extent of member participation in The Alberta Teachers' Association were the expectations of Association officers and the expectations of rank-and-file members. Thirteen hypotheses were formulated about the relationships between expected and actual participation and commitment, and between the participation and commitment of rank-and-file members and officers of the Association. These are presented in three sub-sections because of the different procedures used in testing them.

I. A COMPARISON OF ACTUAL AND EXPECTED INVOLVEMENT

The first four hypotheses predicted that member participation in and member commitment to The Alberta Teachers' Association would not meet the expectations of either the

Association's officers or rank-and-file members. The fifth and sixth hypotheses predicted that officers would participate more actively and would be more highly committed to the Association than would rank-and-file members. Hypotheses seven and eight predicted that Association officers would hold higher expectations for member participation and commitment than would rank-and-file members.

Procedures

Each of the first eight hypotheses was investigated by testing the significance of the difference between the means of the two samples involved. The t-test for independent samples was used for this purpose. The median test was also used to test the hypotheses concerning participation in view of the skewed distributions of the participation data. However, the t-test and the median test produced similar results in all cases. The tables containing the comparison of means have been placed in Appendix G.

A confidence level of .05 was selected for rejection of the null hypothesis in each case.

The Findings

The analysis of the data is presented separately for each hypothesis. However, the discussion of the findings is

presented as a unit for all eight hypotheses.

Hypothesis 1.1. The first hypothesis predicted that member participation in the affairs and activities of The Alberta Teachers' Association would not meet the expectations of the Association's rank-and-file members.

The differences between the medians for actual participation and the participation expectations of rank-and-file members are presented in Table XI. These differences are significant well beyond the .001 level for all types of participation. A comparison of the means for the various types of participation and the expectations of rank-and-file members, which is presented in Table XXXVII in Appendix G, also indicates significant differences well beyond the .001 level for all types of participation.

On the basis of this analysis the null hypothesis was rejected and the research hypothesis was accepted.

Hypothesis 1.2. It was hypothesized that member participation in the affairs and activities of The Alberta Teachers' Association would not meet the expectations of the Association officers.

The analysis contained in Table XII shows that the difference between the medians for actual participation and the expectations of Association officers is significant, well

TABLE XI

A COMPARISON OF MEDIANS FOR ACTUAL PARTICIPATION AND
THE MEDIAN EXPECTATIONS OF RANK-AND-FILE MEMBERS

(Participation N=690; Expectations N=179)

	Medians	Median test χ^2
POLITICAL PARTICIPATION:		
Actual	3.11	59.50*
Expected	15.13	
SOCIAL PARTICIPATION:		
Actual	3.32	49.20*
Expected	8.89	
EDUCATIONAL PARTICIPATION:		
Actual	11.35	43.16*
Expected	23.63	
TOTAL PARTICIPATION:		
Actual	17.36	84.81*
Expected	50.33	

*Significant beyond the .01 level.

TABLE XII

A COMPARISON OF MEDIANS FOR ACTUAL PARTICIPATION AND
THE MEDIAN EXPECTATIONS OF OFFICERS

(Participation N=690; Expectations N=180)

	Medians	Median test χ^2
POLITICAL PARTICIPATION:		
Actual	3.11	193.00*
Expected	28.39	
SOCIAL PARTICIPATION:		
Actual	3.32	130.40*
Expected	13.43	
EDUCATIONAL PARTICIPATION:		
Actual	11.35	129.81*
Expected	33.03	
TOTAL PARTICIPATION		
Actual	17.36	191.26*
Expected	75.70	

*Significant beyond the .001 level.

beyond the rejection level selected, for each type of participation. These differences are even more marked than were the differences between actual participation and the expectations of rank-and-file members. The differences between the means for actual participation and the expectations of officers are shown in Table XXXVIII in Appendix G. The differences in medians show even greater significance than do the differences between means. Therefore, the null hypothesis was rejected and the research hypothesis was accepted.

Hypothesis 1.3. The third hypothesis predicted that member commitment to The Alberta Teachers' Association would not meet the expectations of the Association's rank-and-file members.

The analysis of the differences between the means for actual commitment and the expectations of rank-and-file members is presented in Table XIII. There is no significant difference revealed between the means for commitment to the goals of the Association; however, the differences between the actual and expected means for commitment to the Association as a whole, for commitment to the officers of the Association, and for total commitment are significant.

Although there is no significant difference in one commitment sub-section, the null hypothesis was rejected and the

TABLE XIII

A COMPARISON OF MEANS FOR ACTUAL MEMBERSHIP COMMITMENT
TO THE ALBERTA TEACHERS' ASSOCIATION AND THE COMMITMENT
EXPECTATIONS HELD BY RANK-AND-FILE MEMBERS

(Participation N=690; Expectations N=179)

	Means	S.D.	t
COMMITMENT TO GOALS:			
Actual	38.04	5.03	.09
Expected	38.08	4.76	
COMMITMENT TO THE ASS'N AS A WHOLE:			
Actual	37.08	7.65	2.24*
Expected	39.11	6.74	
COMMITMENT TO ASS'N OFFICERS:			
Actual	39.38	6.73	3.45**
Expected	41.31	6.40	
TOTAL COMMITMENT:			
Actual	115.22	15.61	2.67**
Expected	118.50	14.27	

*Significant beyond the .05 level.

**Significant beyond the .01 level.

***Significant beyond the .001 level.

research hypothesis accepted because the differences between the means for total commitment, on which the hypothesis was based, is significant well beyond the level selected for rejection of the null hypothesis.

Hypothesis 1.4. It was hypothesized that member commitment to The Alberta Teachers' Association would not meet the expectations of the Association's officers.

The differences between the means for actual member commitment and the expectations of officers, which are shown in Table XIV, are significant well beyond the .001 level of confidence for all types of commitment. Therefore, the null hypothesis was rejected and the research hypothesis was accepted.

Hypothesis 1.5. It was predicted that the officers of The Alberta Teachers' Association participate more actively in the affairs and activities of the Association than do the rank-and-file members.

The analysis of the differences between the medians for actual rank-and-file member participation and actual officer participation, presented in Table XV, reveals significant differences beyond the rejection level selected, for all types of participation. Although the differences between means, shown in Table XXXIX, in Appendix G, are not as significant, in some

TABLE XIV

A COMPARISON OF MEANS FOR ACTUAL MEMBERSHIP COMMITMENT
TO THE ALBERTA TEACHERS' ASSOCIATION AND THE COMMITMENT
EXPECTATIONS HELD BY ASSOCIATION OFFICERS

(Commitment N=690; Expectations N=180)

	Means	S.D.	t
COMMITMENT TO GOALS:			
Actual	38.04	5.03	6.33*
Expected	40.37	4.19	
COMMITMENT TO THE ASSOCIATION:			
Actual	37.80	7.65	12.13*
Expected	43.71	5.23	
COMMITMENT TO ASS'N OFFICERS:			
Actual	39.38	6.73	7.52*
Expected	43.11	5.67	
TOTAL COMMITMENT:			
Actual	115.22	15.61	11.18*
Expected	127.18	11.89	

*Significant beyond the .001 level.

TABLE XV

A COMPARISON OF ACTUAL PARTICIPATION MEDIANS FOR
RANK-AND-FILE MEMBERS AND OFFICERS

(Rank-and-file N=580; Officers N=110)

	Medians	Median test χ^2
POLITICAL PARTICIPATION:		
Members	2.98	75.02**
Officers	18.43	
SOCIAL PARTICIPATION:		
Members	3.11	11.07**
Officers	5.27	
EDUCATIONAL PARTICIPATION:		
Members	10.88	6.23*
Officers	15.00	
TOTAL PARTICIPATION:		
Members	14.87	50.02**
Officers	47.63	

*Significant beyond the .05 level.

**Significant beyond the .001 level.

cases, as are the differences between the medians the null hypothesis was rejected and the research hypothesis was accepted.

Hypothesis 1.6. The sixth hypothesis predicted that the officers of The Alberta Teachers' Association are more highly committed to the Association than are the rank-and-file members.

The differences between the means for actual rank-and-file commitment to the Association and the actual commitment of officers, shown in Table XVI, are significant well beyond the confidence level selected, for all type of commitment. Therefore, the null hypothesis was rejected and the research hypothesis was accepted.

Hypothesis 1.7. It was hypothesized that the officers of The Alberta Teachers' Association would hold higher expectations for member participation in the affairs and activities of the Association than would the rank-and-file members of the Association.

A comparison of the medians for rank-and-file members and officer expectations for membership participation in the Association is contained in Table XVII. The comparison of the means is contained in Table XL in Appendix G. Both comparisons produced significant differences for all types of

TABLE XVI

A COMPARISON OF ACTUAL COMMITMENT MEANS FOR
RANK-AND-FILE MEMBERS AND OFFICERS

(Rank-and-file N=580; Officers N=110)

	Means	S.D.	t
COMMITMENT TO GOALS:			
Members	37.65	5.05	4.83**
Officers	40.13	4.38	
COMMITMENT TO THE ASSOCIATION:			
Members	36.86	7.50	7.79**
Officers	42.73	6.48	
COMMITMENT TO ASSOCIATION OFFICERS:			
Members	38.92	6.76	2.80*
Officers	41.83	6.05	
TOTAL COMMITMENT:			
Members	113.43	15.29	7.26**
Officers	124.68	13.72	

*Significant beyond the .01 level.

**Significant beyond the .001 level.

TABLE XVII

A COMPARISON OF MEDIAN PARTICIPATION EXPECTATIONS
HELD BY RANK-AND-FILE MEMBERS AND OFFICERS

(Rank-and-file N=179; Officers N=180)

	Medians	Median test χ^2
POLITICAL PARTICIPATION:		
Members	15.13	20.14**
Officers	28.39	
SOCIAL PARTICIPATION:		
Members	8.89	11.76**
Officers	13.43	
EDUCATIONAL PARTICIPATION:		
Members	23.62	9.30*
Officers	33.03	
TOTAL PARTICIPATION:		
Members	50.33	24.10**
Officers	75.50	

*Significant beyond the .01 level.

**Significant beyond the .001 level.

participation. Therefore the null hypothesis was rejected and the research hypothesis was accepted.

Hypothesis 1.8. It was predicted that the officers of The Alberta Teachers' Association would hold higher expectations for member commitment to the Association than would the rank-and-file members of the Association.

Table XVIII contains the analysis of the differences between the means for the commitment expectations held by Association officers and the commitment expectations held by rank-and-file members. This analysis reveals significant differences, beyond the .01 level, for all types of commitment. Therefore, the null hypothesis was rejected and the research hypothesis was accepted.

Discussion of the Findings

In addition to the substantial differences between most means and medians, which led to the acceptance of each of the first eight hypotheses, there were other interesting findings revealed by the analysis of data. In all cases there was less difference between the medians for actual educational participation and the median expectations held for educational participation, than there was between the medians for other types of actual and expected participation. There was also less

TABLE XVIII

A COMPARISON OF MEANS FOR THE COMMITMENT EXPECTATIONS
HELD BY RANK-AND-FILE MEMBERS AND THE COMMITMENT
EXPECTATIONS HELD BY ASSOCIATION OFFICERS

(Rank-and-file N=179; Officer N=180)

	Means	S.D.	t
COMMITMENT TO GOALS:			
Member	38.08	4.76	4.83**
Officers	40.37	4.19	
COMMITMENT TO THE ASSOCIATION:			
Member	39.11	6.74	7.19**
Officers	43.71	5.23	
COMMITMENT TO ASSOCIATION OFFICERS:			
Member	41.31	6.40	2.81*
Officers	43.11	5.67	
TOTAL COMMITMENT:			
Member	118.50	14.27	6.24**
Officers	127.18	11.89	

*Significant beyond the .01 level.

**Significant beyond the .001 level.

difference between the medians for the actual educational participation of rank-and-file members and the actual educational participation of officers than was the case for other types of participation. This same trend continued for the differences between the median expectations for participation held by officers and rank-and-file members. The exact reverse of the above observations held true with respect to political participation.

It can be concluded that while there are significant differences between actual and expected participation, and between the participation of rank-and-file members and officers, these differences are more extreme in the political aspects of participation than they are in the educational aspects. It can be argued that this difference should be expected. According to many authorities professional people are more dedicated to their work than they are to the formal organizations connected with their work (1, p. 378; 3, ch. 8; 4, p. 316). Educational activities have as their direct purpose the improvement, or maintenance, of the professional competence of the individual practitioner, whereas, political activities have as their direct purpose the improvement, or maintenance, of the organization. Therefore, professional people, according to the above reasoning, would be more inclined to

participate in educational activities than they would in political activities. Although this is an interesting observation it requires more study before it can be accepted as the major reason explaining the differences revealed in this study.

II. LEVELS OF PARTICIPATION AND COMMITMENT

Hypothesis 1.9 and 1.10 predicted that a greater proportion of Association members would meet or exceed rank-and-file member and officer expectations for commitment to the Association than would meet or exceed rank-and-file member and officer expectations for participation in the Association.

Procedures

To test hypothesis 1.9 total actual participation, as reported by the respondents, was dichotomized on the basis of the median for participation expected by rank-and-file members of the Association. The total commitment scores obtained by the respondents were dichotomized on the basis of the median for commitment expected by rank-and-file members of the Association. To test hypothesis 1.10 the scores were dichotomized on the basis of officer expectations. These figures were cast into contingency tables as illustrated in Table XIX, and chi-square values were calculated.

TABLE XIX

THE PROPORTION OF MEMBERS WHO MEET OR EXCEED MEDIAN
EXPECTATIONS ON THE PARTICIPATION AND
COMMITMENT ASPECTS OF INVOLVEMENT

(N=690)

	Number at or above median expectation*	Number below median expectation*	χ^2	Confidence level
RANK-AND-FILE EXPECTATIONS:				
Participation	221	469	27.46	.001
Commitment	316	374		
OFFICER EXPECTATION:				
Participation	58	632	75.80	.001
Commitment	182	508		

*Median Rank-and-file member Expectations:

-- participation 50.33
-- commitment 119.38

Median Officer Expectations:

-- participation 75.50
-- commitment 129.00

The Findings

The findings from the analysis of the data are presented separately for hypotheses 1.9 and 1.10. However, the discussion of the findings is presented as a unit for both hypotheses.

Hypothesis 1.9. It was predicted that a greater proportion of Association members would meet or exceed rank-and-file member expectations on the commitment aspect of involvement than would meet or exceed rank-and-file member expectations on the participation aspect.

If there were no difference between the proportion of members who meet or exceed rank-and-file expectations on the participation aspect of involvement and the proportion who meet or exceed rank-and-file expectations on the commitment aspect, there would be approximately the same number of members above the median expectation for participation as there were above the median expectation for commitment. The same would be true for the number of members below median expectations. In such a case the chi-square value would not be significant and the null hypothesis could not be rejected. An examination of Table XIX, however, reveals that this is not the case. There are more members above the median expectation on the commitment aspect of involvement than there are

above the median expectation on the participation aspect. The chi-square value of 27.46 indicates that this difference is significant well beyond the .001 level of confidence. Therefore the null hypothesis was rejected and the research hypothesis was accepted.

Hypothesis 1.10. The tenth hypothesis predicted that a greater proportion of Association members would meet or exceed officer expectations on the commitment aspect of involvement than would meet or exceed officer expectations on the participation aspect.

The analysis presented in Table XIX reveals that the difference between the proportion of members which participated at or above the median expectations of Association officers and the proportion which was at least as highly committed as the median expectations of Association officers, is significant well beyond the .001 level. Therefore the null hypothesis was rejected and the research hypothesis was accepted.

Discussion of the Findings

The findings lend support to the view that members of organizations such as teachers' associations tend to have a high moral commitment to the organization even though they may not participate very actively in it (2, p. 45). The fact

that the participation distributions were positively skewed and the commitment distributions were slightly negatively skewed also lends support to this view. In any case the findings show that member commitment to the Association is much closer to expectations than is the participation of members in the affairs and activities of the Association. If expectations are taken as the criteria for determining the levels of commitment to and participation in The Alberta Teachers' Association, as they are in this study, then it can be concluded that the commitment of members to the Association exceeds their participation in the Association.

III. COMMITMENT TO LOCAL AND PROVINCIAL ASSOCIATIONS

Hypotheses 1.11, 1.12 and 1.13 predict that members will be more highly committed to their local associations than they will be to the provincial association, and that members of small locals will participate more actively in Association affairs and activities and will be more highly committed to the Association than will members of large locals. For the purposes of this study small locals have been defined as those with a membership of less than one hundred and large locals have been defined as those with a membership of over three hundred.

Procedures

The significance of the difference between the mean commitment of members to their local associations and the mean commitment of members to the provincial association was tested by the t-test for correlated samples. The significance of the differences between the commitment means for members of small locals and the commitment means for members of large locals were tested by the t-test for independent samples. The differences between the participation medians were also tested by the median test. The tables containing the comparison of participation means have been placed in Appendix G.

Hypothesis 1.11. It was predicted that members of The Alberta Teachers' Association would be more highly committed to their local associations than they would be to the provincial association.

The analysis of the data, shown in Table XX, reveals that there are no significant differences between commitment to the local association and commitment to the provincial association.

Hypothesis 1.12. It was hypothesized that members of The Alberta Teachers' Association who are members of small locals would be more highly committed to the Association than would those who are members of large locals.

TABLE XX

A COMPARISON OF THE COMMITMENT OF MEMBERS TO THE
PROVINCIAL ASSOCIATION AND LOCAL ASSOCIATIONS

(N=690)

	Means	S.D.	r	t *
Commitment to the provincial association	15.16	3.42		
Commitment to the local association	15.08	3.28	.72	1.29
Commitment to provincial officers	11.79	2.36		
Commitment to local officers	11.71	2.55	.49	.80
Total provincial commitment	26.95	5.17		
Total local commitment	26.79	5.16	.70	1.03

*t value required for significance at the .05 level = 1.96

The comparison of the commitment medians for members of small locals and the commitment means for members of large locals, contained in Table XXI, indicates that the reverse of the hypothesized relationships seem to be true. These differences are significant for commitment to Association goals and commitment to Association officers. However, the difference in means for total commitment, on which the hypothesis was based, was not significant. Therefore, on the basis of this analysis, the null hypothesis cannot be rejected.

Hypothesis 1.13. It was predicted that members of The Alberta Teachers' Association who are members of small locals would participate more actively in the Association than would those who are members of large locals.

The differences between the participation medians for members of small locals and for members of large locals, as shown in Table XXII, indicate that members of small locals tend to participate in Association affairs and activities to a greater extent than do members of large locals. However, these differences are not significant, except in the cases of social and political participation. Table XLI in Appendix G, which contains the analysis of the differences between means, shows a significant difference for social participation only.

TABLE XXI

A COMPARISON OF COMMITMENT MEANS FOR MEMBERS OF
SMALL LOCALS AND FOR MEMBERS OF LARGE LOCALS

(Small locals N=141; Large locals N=269)

	Means	S.D.	t
COMMITMENT TO GOALS:			
Small locals	37.55	4.48	2.41**
Large locals	38.77	4.85	
COMMITMENT TO THE ASSOCIATION:			
Small locals	38.27	7.40	.85
Large locals	37.57	7.61	
COMMITMENT TO ASSOCIATION OFFICERS:			
Small locals	39.06	6.45	1.81*
Large locals	40.30	6.65	
TOTAL COMMITMENT:			
Small locals	114.90	14.71	.96
Large locals	116.63	15.60	

*Significant at the .05 level.

**Significant at the .01 level.

TABLE XXII

A COMPARISON OF THE MEDIANS FOR ACTUAL PARTICIPATION
FOR MEMBERS OF SMALL LOCALS AND
MEMBERS OF LARGE LOCALS

(Small locals N=141; Large locals N=269)

	Medians	Medians test χ^2
POLITICAL PARTICIPATION:		
Small locals	3.33	5.74*
Large locals	2.44	
SOCIAL PARTICIPATION:		
Small locals	4.07	10.58**
Large locals	(2.66)	
EDUCATIONAL PARTICIPATION:		
Small locals	11.35	.01
Large locals	11.13	
TOTAL PARTICIPATION:		
Small locals	18.85	3.16
Large locals	14.89	

*Significant beyond the .05 level.

**Significant beyond the .01 level.

However, the difference between the samples for total participation, on which the hypothesis was based, is not significant in either case; therefore, the null hypothesis could not be rejected.

Discussion of the Findings

Hypothesis 1.11 was based upon the assumption that members participate more actively in local affairs and activities than they do in provincial affairs and activities, and upon the theory that members tend to be more highly committed to those organizations and groups which are closer to them and in which they participate more actively. There is much support in the literature for this theory (supra, pp. 29-30). However, it was not upheld by this investigation. It could be that members do not differentiate between the two levels of the Association, at least as far as their commitment is concerned. It could also be that the local association is nearly as far removed from most members, as far as their participation is concerned, as is the provincial association. The nature of the area in which small locals are found could also influence the attitudes and behaviour of members of these locals. Although members do not participate in as many provincial activities as they do local activities, most of the

written communications they receive from the Association are from, and about, the provincial association (e.g. the ATA Magazine, newsletters, handbooks, monographs, etc.).

Most of the research evidence which support the view that commitment to small sub-systems exceeds commitment to the larger system, is based upon comparisons of small intimate groups with larger organizations. It may be that most local associations are beyond the size to which these generalizations could be expected to apply. However, this matter requires further investigation before such a conclusion could be made.

Hypotheses 1.12 and 1.13 were based upon the same general theory as was hypothesis 1.11. In other words it was predicted that members of small locals would be more involved in The Alberta Teachers' Association than would members of large locals because of the theorized effect of group size on the cohesiveness and esprit de corps of small group members. This theory, however, was not upheld by this investigation. Some of the factors suggested as explanations for the lack of the predicted relationship for hypothesis 1.11 could also apply to hypotheses 1.12 and 1.13. However, another factor may also influence the results of the analysis. An analysis of the professional preparation and experience of members of

small locals and members of large locals revealed that there is a greater proportion of members with four or more years of professional education and sixteen or more years of experience in large locals than there is in small locals. This difference is significant beyond the .001 level of confidence. It could be that the differences in the preparation and experience variables account for the lack of the hypothesized relationships. However, this problem requires further investigation before such a conclusion could be made. This possibility will be discussed in more detail in Chapter Eight.

IV. SUMMARY

This chapter reported on the investigation of the first sub-problem which focused on the degree of member commitment to and the extent of member participation in The Alberta Teachers' Association. The data collected to test the thirteen hypotheses formulated were statistically analysed by a comparison of means, in the case of the commitment data, and a comparison of both the means and the medians in the case of the participation data.

The analysis revealed that there are significant differences between actual participation in the affairs and

activities of The Alberta Teachers' Association and the expectations held for participation by both rank-and-file members and officers of the Association. There were also significant differences between the commitment of members to the Association and the expectations held for member commitment. However, the differences were not as marked as was the case with participation.

There does not appear to be a significant difference between the degree of commitment members have to their local associations and the degree of commitment they have to the provincial association. Neither does the size of the local association seem to affect the extent of participation or the degree of commitment of its members. However, this relationship may be affected by other variables.

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CHAPTER VII

THE RELATIONSHIPS BETWEEN PARTICIPATION AND COMMITMENT

This chapter contains the analysis and findings for the second, third, and fourth sub-problems. Each of these is treated by first presenting the procedures used in analysing the data, then by a presentation of the results, and finally by a discussion of the findings. Only one hypothesis was formulated for each sub-problem.

I. THE NATURE OF PARTICIPATION

The second sub-problem investigated in this study concerned the relationship among the three types of membership participation in The Alberta Teachers' Association: political participation, social participation, and educational participation.

Procedures

Pearson's product-moment correlation was used to calculate the intercorrelations for the actual political, social, educational, and total participation reported by the respondents. These are given in Table XXIII. The .05 level of confidence was selected for rejection of the null hypothesis in

TABLE XXIII

CORRELATION MATRIX FOR POLITICAL PARTICIPATION, SOCIAL
PARTICIPATION, EDUCATIONAL PARTICIPATION
AND TOTAL PARTICIPATION

(N=690)

	Social participation	Educational participation	Total participation
Political participation	.220*	.295**	.670**
Social participation	---	.168	.451**
Educational participation		---	.849**

*Significant beyond the .05 level

**Significant beyond the .01 level

each of the three sub-problems reported in this chapter.

The Findings

Hypothesis 2.1. The research hypothesis predicted that there would be a significant positive relationship among members' participation in the political, social, and educational activities and affairs of The Alberta Teachers' Association.

An examination of the correlation coefficients presented in Table XXIII reveals that all intercorrelations differ significantly beyond the .05 level with the exception of the correlation between social participation and educational participation. Therefore, the null hypothesis was rejected and the research hypothesis was accepted. The correlations between the participation sub-tests are also significantly different from one another beyond the .01 level.

Discussion of the Findings

Although the intercorrelations between the various participation sub-tests are significantly different, they do, nevertheless, indicate a rather low increasing monotonic relationship, that is, a relationship in which an increase in one variable is accompanied by an increase in the other variable. The correlation between political participation and educational participation could be interpreted to mean that

less than nine percent of the variance of political participation can be predicted from the variance of educational participation. The intercorrelations for the other participation sub-test are lower and would, therefore, have even less predictive value; however, the correlation between each sub-test and total participation is somewhat higher.

On the basis of this analysis it can be concluded that an increasing monotonic relationship exists among the participations sub-tests, and between each sub-test and total participation. The relationship among the sub-tests is rather low, but each sub-test, with the possible exception of social participation, could be used as an indicator of total participation.

The low intercorrelations for the participation sub-tests, and the fact that they are significantly different from one another lends support to the assumption that each type of participation, isolated for the purposes of this study, is in fact somewhat different from the other types.

II. THE NATURE OF COMMITMENT

The third sub-problem investigated focused on the relationship among the three types of member commitment to The Alberta Teachers' Association: commitment to the officers of

the Association, commitment to the Association as a whole, and commitment to the goals of the Association.

Procedures

Pearson's product-moment correlation was used to calculate the intercorrelations for commitment to the goals of the Association, commitment to the Association as a whole, commitment to the officers of the Association, and total commitment to the Association. These are given in Table XXIV.

The Findings

Hypothesis 3.1. It was hypothesized that there would be a significant positive correlation among membership commitment to the officers of The Alberta Teachers' Association, to the Association as a whole, and to the goals of the Association.

All of the correlation coefficients presented in Table XXIV are significantly different from zero. Therefore, it was necessary to reject the null hypothesis and accept the research hypothesis. The correlations between the commitment sub-tests are also significantly different from one another beyond the .01 level.

Discussion of the Findings

Most of the literature reviewed for the purposes of

TABLE XXIV
CORRELATION MATRIX FOR THREE TYPES OF COMMITMENT
(N=690)

	Commitment to the Ass'n	Commitment to officers	Total commitment
Commitment to Goals	.406**	.244*	.627**
Commitment to the Ass'n	---	.646**	.900**
Commitment to Officers		---	.827**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

this study supports the view that the commitment of members to the organization as a whole, to the elites of the organization, and to the goals of the organization are not identical (supra, p. 31). However, this view was not completely supported by this investigation. There is in fact a much higher increasing monotonic relationship among the various types of commitment than there is among the various types of participation. It could be that the instrument was not sensitive enough to reveal as great a differentiation between the different types of commitment as actually exists. It may also be that members of professional associations, such as teacher's organizations, do not differentiate, to any marked degree, between the aspects of organizational commitment isolated for the purposes of this study. This could well be the case because most of the research reviewed was conducted in business organizations and non-professional voluntary association. However, this problem requires further investigation before such a conclusion can be accepted.

The estimated whole test reliability, calculated from the split-half reliability coefficient, for each sub-test, for the pilot sample is much larger than any of the correlation coefficients between sub-tests (supra, pp. 79-80). This lends

support to the assumption that each type of commitment, isolated for the purposes of this study, is in fact somewhat different from the other types.

III. THE RELATIONSHIP BETWEEN PARTICIPATION AND COMMITMENT

The fourth sub-problem examined the relationship between membership participation in and member commitment to The Alberta Teachers' Association.

Procedures

Pearson's product-moment correlation was used to calculate the correlation coefficient between each participation scale and each commitment scale. These correlation coefficients are presented in Table XXXI. Because of the possible attenuation which might result in the correlation coefficients as a result of the positive skewness of the participation distributions and the slight negative skewness of the commitment distributions a chi-square test of association was also computed and a contingency correlation coefficient calculated for total participation and total commitment. The total commitment scores and the total participation scores were divided into thirds on the basis of high, moderate, and low scores. These were then cast into a contingency table for the purpose

TABLE XXV

CORRELATION MATRIX FOR THE CORRELATION OF EACH
PARTICIPATION TEST WITH EACH COMMITMENT TEST

(N=690)

	Political participa- tion	Social participa- tion	Educational participa- tion	Total participa- tion
Commitment to Goals	.143	.096	.060	.130
Commitment to the Ass'n	.281**	.116	.121	.236*
Commitment to Officers	.165	.068	.090	.154
Total Commitment	.255**	.117	.117	.224*

*Significant beyond the .05 level.

**Significant beyond the .01 level.

of testing the association of the two variables (infra, Table XXIX, p. 157).

The Findings

Hypothesis 4.1. It was predicted that there would be a significant positive correlation between member participation in the affairs and activities of The Alberta Teachers' Association and member commitment to the Association.

An examination of the correlation matrix in Table XXV reveals that although all the correlation coefficients are positive very few are significantly different from zero. The correlations between political participation and commitment to the Association as a whole, and between political participation and total commitment are both significantly different from zero beyond the .01 level. Neither social participation or educational participation correlate significantly with any of the commitment tests. Total participation correlated beyond the .05 level with commitment to the Association as a whole, and with total commitment.

The chi-square value for the association of total participation and total commitment, calculated from the contingency table in Table XXXIX on page 157 is 27.80. This is much larger than the value of 3.84 required for a significant association.

The contingency correlation coefficient, calculated from the chi-square value is .197. The maximum value of the contingency correlation coefficient for a 3x3 table is .816 (3, pp. 196-202).

Although few significant correlation coefficients were obtained between participation tests and commitment tests, the null hypothesis was rejected and the research hypothesis was accepted because the correlations between total participation and total commitment, on which the hypothesis was based, was significant well beyond the level selected for rejection of the null hypothesis.

Discussion of the Findings

It is possible that the low correlation coefficients between participation and commitment may have resulted, in part at least, from the positive skewness of the participation distributions and the slight negative skewness of the commitment distributions (1, p. 110; 2, p. 510). However, the contingency correlation coefficient, which is not affected by the shapes of the distributions, did not reveal a very high relationship either. It should be pointed out, however, that it is difficult to compare the contingency correlation coefficient with the Pearson correlation coefficient (3, p. 201).

Although the correlations are rather low it can be concluded from this analysis that increasing monotonic relationships exist between participation and commitment. These relationships are especially evident in the case of political participation and each type of commitment, as well as in the case of total participation and each type of commitment. There seems to be very little relationship, however, between either social or educational participation and the various types of commitment, especially commitment to the goals of the Association and commitment to the officers of the Association.

The low correlations between participation and commitment lend support to the assumption that although member participation in the affairs and activities of The Alberta Teachers' Association, and member commitment to the Association seem to be monotonically related they are in fact somewhat different from one another and can be considered as different aspects of involvement.

It is also interesting to note that political participation is more closely related to commitment, especially commitment to the Association as a whole, than is the case with either social or educational participation. One might conclude

from this observation that members who are highly committed to the Association are more likely to be interested and active in the political aspects of the organization than are members who are less committed. This possibility is discussed at greater length in the next chapter.

IV. SUMMARY

The relationships between the three types of participation, the three types of commitment, and between participation and commitment were reported in this chapter. Pearson's product-moment correlation was used to analyse these relationships.

Although an increasing monotonic relationship exists among political, social, and educational participation, the correlation coefficients are low enough to lend support to the assumption that each type of participation is, in fact, somewhat different from the other types. The relationships among commitment to the goals of the Association, to the Association as a whole, and to the officers of the Association were also found to be monotonic in nature. In fact these relationships were more marked than was the case with the relationships among participation sub-types. It is interesting to note that much of the literature supports the view that these various

types of commitment are not identical. Although a monotonic relationship exists among these types of commitment the correlations are low enough to lend support to the assumption that each type of commitment is, in fact, different from the other types.

A low increasing monotonic relationship also seems to exist between participation and commitment, although many of the correlation coefficients between participation and commitment sub-types were not significant. These low correlations lend support to the assumption that participation and commitment are somewhat different from one another and can therefore be considered as different aspects of involvement.

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CHAPTER VIII

INVOLVEMENT AND MEMBER CHARACTERISTICS

This chapter contains an analysis of the data and the findings for the sub-problem which focussed upon the relationship between personal variables such as sex, years of teaching experience, teaching position and years of teacher education, and the extent of participation in the activities of The Alberta Teachers' Association, and the degree of commitment to the Association. Three hypotheses were formulated about the relationships between each independent variable and the dependent variables of participation and commitment.

I. THE RELATIONSHIP BETWEEN MEMBER CHARACTERISTICS AND PARTICIPATION AND COMMITMENT

The first two hypotheses of sub-problem five predicted a relationship between the ten member characteristics selected for investigation and the extent of member participation in the affairs of the Association, as well as between the same characteristics and the degree of member commitment to the Association.

Procedures

The respondents were classified into two or three

categories for each of the independent variables. These categories are indicated in the tables used to summarize the data.

A parametric one-way analysis of variance was used to compare the various categories of each independent variable with each of the participation and commitment sub-tests. The data were also examined for homogeneity of variance because homogeneity of variance is one of the major assumptions underlying the mathematical derivation of the parametric analysis of variance.

A confidence level of .01 was selected for rejection of the null hypothesis in each case. This level was selected instead of the .05 level, which is used throughout the investigation, to compensate for bias which may result because of departures from normality and homogeneity of variance in the case of the participation data (supra, pp. 93-97).

The Findings

Hypothesis 5.1. The research hypothesis predicted that members of The Alberta Teachers' Association who differ in sex, years of teaching experience, teaching position, years of teacher education, origin of first teaching certificate, teaching level, first type of academic or professional preparation, type of first degree, marital status, and who are members

of different sized school staffs would also differ in the extent to which they participate in the affairs and activities of The Alberta Teachers' Association.

The comparison of means, for the variables in which significant differences were revealed by the analysis, are contained in Table XXVI. Most of the variances for these data were not homogeneous; however, in no case was the variance ratio of 1:4:9, suggested by McNemar exceeded (supra, p. 97).

The analysis contained in Table XXVI reveals that men participate more actively in the Association than do women. The greatest difference is in the extent of political participation. Although men tend to participate more in social and educational activities than do women these differences are not significant. Administrators also participate more in Association affairs than do classroom teachers. However, these differences are significant only for political and total participation. Junior and senior high school teachers participate more in the political activities of the Association than do elementary teachers. Members who received their initial preparation in a faculty of education participate more in the social activities of the Association than do members who received their initial preparation in some other type of institution.

TABLE XXVI

ANALYSIS OF VARIANCE FOR EACH TYPE OF PARTICIPATION AND SELECTED
CHARACTERISTICS OF THE RESPONDENTS

	N	Political Participation		Social Participation		Educational Participation		Total Participation	
		Mean	F	Mean	F	Mean	F	Mean	F
SEX:									
Males	277	12.57	29.23**	6.40	3.44	17.70	2.55	37.53	15.42**
Females	411	4.90		4.80		13.83		23.82	
POSITION:									
Teacher	495	6.06		4.92		13.86		25.52	
Jr. Admin.	64	13.67	22.28**	5.61	3.94*	24.42	3.69*	43.86	11.71**
Sr. Admin.	59	22.00		8.76		20.05		50.98	
EDUCATION:									
0-1.9 yrs.	198	5.33		4.19		11.97		21.93	
2-3.9 yrs.	218	7.70	3.97*	6.74	2.77	15.84	1.91	30.46	4.19*
4 or more yrs.	271	10.19		5.36		17.63		34.02	
LEVEL:									
Elem.	337	5.16		4.94		13.53		24.04	
Jr. High	164	8.65	9.17**	5.90	0.78	15.61	1.01	31.49	4.42*
Sr. High	167	12.29		6.12		17.66		36.07	
PREPARATION:									
Normal School	308	8.67		4.65		16.50		30.02	
Fac. of Ed.	284	7.76	0.36	7.18	6.21**	14.76	0.45	30.65	0.86
Other Fac.	77	6.83		2.91		13.14		23.10	

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Members with over sixteen years of experience, from moderate sized staffs, who are married, who received their first certificate in Alberta, and who received a B. Ed. as their first degree also tend to participate more actively in Association affairs than do members with other characteristics. However, none of these differences were significant.

On the basis of this analysis the null hypothesis was rejected and the research hypothesis was accepted for the variables of sex and teaching position. However, the null hypothesis could not be rejected for any of the other independent variables.

Hypothesis 5.2. It was predicted that members of The Alberta Teachers' Association who differ in sex, years of teaching experience, teaching position, years of teacher education, origin of first teaching certificate, teaching level, first type of academic or professional preparation, type of first degree, marital status, and who are members of different sized school staffs would also differ in the degree to which they are committed to the Association.

Tables XXVII and XXVIII contain the analysis of variance for the categories in each of the ten independent

TABLE XXVII

ANALYSIS OF VARIANCE FOR EACH TYPE OF COMMITMENT AND SELECTED CHARACTERISTICS OF THE RESPONDENTS (I)

	N	Means	F	Commitment to Ass'n Goals	Means	F	Commitment to the Ass'n as a Whole	Means	F	Commitment to Ass'n Officers	Means	F	Total Commitment
SEX:													
Males	277	39.75	56.46**	38.98	39.69	11.37**	1.12	118.41					20.08**
Females	411	36.92		36.98	39.14			113.04					
POSITION:													
Teacher	495	37.46		37.08	38.90			113.44					
Jr. Admin.	64	40.23	18.67**	40.44	40.86	14.66**	6.73**	121.53					19.60**
Sr. Admin.	59	40.70		41.73	41.75			124.17					
EDUCATION:													
0-1.9 yrs.	198	35.66		36.66	38.43			110.75					
2-3.9 yrs.	218	37.92	47.59**	37.00	39.36	8.83**	3.49*	114.28					18.89**
4 or more yrs.	271	39.93		39.31	40.09			119.34					
LEVEL:													
Elem.	337	37.00		37.42	39.52			113.94					
Jr. High	164	38.68	15.84**	37.44	39.28	2.72	0.08	115.38					3.61*
Sr. High	167	39.46		39.01	39.41			117.88					
PREPARATION:													
Normal School	308	37.33		38.51	40.17			116.00					
Fac. of Ed.	284	38.36	6.27**	37.22	38.96	3.41*	6.02**	114.53					1.31
Other Fac.	77	39.31		36.39	37.42			113.12					

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XXVIII

ANALYSIS OF VARIANCE FOR EACH TYPE OF COMMITMENT AND SELECTED CHARACTERISTICS OF THE RESPONDENTS (II)

	N	Means	F	Means	F	Means	F	Means	F
Commitment to Ass'n Goals	Commitment to the Ass'n as a Whole	Commitment to Ass'n Officers	Total Commitment						
EXPERIENCE:									
1-5 yrs.	218	37.80		34.36		36.72		108.88	
6-15 yrs.	235	37.69	2.42	38.00	44.61**	39.42	36.14**	115.12	39.32**
16 or more yrs.	236	38.62		40.76		41.84		121.23	
FIRST CERTIFICATE:									
Alberta	512	38.34	5.86*	38.36	11.15**	39.81	8.10	116.51	13.35**
Other	175	37.28		36.14		38.13		111.55	
FIRST DEGREE:									
B. Ed.	175	40.42	1.72	40.54	12.32**	41.24	14.71**	122.21	14.83**
Other	93	39.63		38.22		38.10		114.95	
MARITAL STATUS:									
Single	158	37.96	0.37	35.53	19.21**	37.82	10.45**	111.30	14.19**
Married	465	38.24		38.56		39.79		116.60	
STAFF SIZE:									
1-9	94	36.27		35.36		37.53		109.16	
10-19	298	38.06	7.49**	38.57	6.37**	39.93	4.57*	116.56	8.53**
20 or more	288	38.55		37.79		39.44		115.78	

*Significant beyond the .05 level.

**Significant beyond the .01 level.

variables and the commitment sub-tests. The assumption of homogeneity of variance was met in all cases.

An examination of the analysis contained in Tables XXVII and XXVIII reveals that males are more highly committed to the Association than are females, except for commitment to Association officers, in which case no significant difference is revealed. Administrators are also more highly committed to the Association than are classroom teachers. This is also the case for members who have more years of professional preparation.

Junior and senior high school teachers are more highly committed to the goals of the Association than are elementary teachers. This is also true of members who received their initial preparation in a faculty other than education; however, the reverse of this holds true for commitment to Association officers. Members with over five years of experience are also more committed to the Association than are members with fewer years of experience. These differences are significant except in the case of commitment to the goals of the Association. This last finding also applies to members who received their first certificate in Alberta, for those whose first degree was a B. Ed., and for those who are married. Members from school staffs of ten or more teachers are more

highly committed to the Association than are members from smaller staffs.

On the basis of this analysis the null hypothesis was rejected and the research hypothesis was accepted for all the independent variables with the exception of initial preparation and teaching level. In these cases the null hypothesis could not be rejected.

Discussion of the Findings

The sex and teaching position (teacher or administrator) of members seem to be more closely related to participation in the affairs and activities of the Association than are any of the other characteristics examined. It is also interesting to note that there are more significant differences between member characteristic categories for the political aspect of participation than for other aspects of participation. In fact there is no significant relationship between either social or educational participation and any of the categories of the independent variables with the exception of initial preparation.

The differences in the extent of political participation for different types of members, coupled with the tendency for people to judge involvement from political

participation (supra, p. 37), tends to distort the perception of the apathetic and active minority classification into which members of mutual-benefit associations are often placed.

The sex and the teaching position of members also seem to be more closely related to the degree of commitment to the Association than are any of the other characteristics examined. However, most of the other characteristics are also closely related to the degree of commitment to the Association. This is especially so for years of teacher education and years of experience.

It is interesting to note that there are more significant differences between member characteristic categories and commitment to the Association as a whole, than there are for any other type of commitment. However, there were more significant differences for commitment to the goals of the Association in the categories of sex, teaching position, teacher education, and teaching level.

It would seem from this analysis that the independent variables of sex, teaching position, years of teaching experience, and years of teacher education are more closely related to member involvement in the Association, especially the commitment aspect of involvement, than are any of the other variables examined.

It is interesting to speculate why there are more, and greater, differences between the member characteristic categories and commitment to the Association than there are between these characteristic categories and participation in the Association. It could be that the participation instrument was not as sensitive as the commitment instrument and thus did not reveal differences which really exist. It could also be that variables such as group pressure, which were not examined in this study, have a greater effect on member participation than do the variables which were examined. These explanations cannot be accepted, however, without further investigation.

It should be pointed out that the relationships among the independent variables used in this study were not examined. For example, it was beyond the scope of the study to investigate whether the difference in political participation between males and females results from a difference in sex, or from the fact that more males hold administrative positions and have more professional education than do females. An examination of this, and other, relationships between the independent variables would be an interesting and useful extension of the study.

II. THE RELATIONSHIP BETWEEN MEMBER CHARACTERISTICS AND INVOLVEMENT CATEGORIES

The third hypothesis of sub-problem five predicted a relationship between each of the membership characteristics and the involvement categories into which members were placed.

The total participation scores and the total commitment scores were divided into high, moderate, and low thirds. These were tabulated in the form of a three by three "property-space" model (1, pp. 40-62); one dimension representing three levels of participation; high, moderate, and low, and the other dimension representing three levels of commitment; high, moderate, and low. This model produces nine involvement categories; (1) high participation - high commitment, (2) high participation - moderate commitment, (3) high participation - low commitment, (4) moderate participation - high commitment, (5) moderate participation - moderate commitment, (6) moderate participation - low commitment, (7) low participation - high commitment, (8) low participation - moderate commitment, and (9) low participation - low commitment. These data are contained in Table XXIX. An examination of this table reveals that more members fall into the high participation - high commitment, and the low participation - low commitment categories than in any of the other categories. The least

TABLE XXIX

NUMBER OF RESPONDENTS IN EACH INVOLVEMENT CATEGORY
(N=690)

	PARTICIPATION				Commitment
	High	Moderate	Low	Total	Range
COMMITMENT:					
High	110	69	53	232	over 122
Moderate	70	80	85	235	109-122
Low	48	79	96	223	under 109
Total	228	228	234	690	
Participation					
Range	over 28	11-28	0-10		

members are found in the high participation - low commitment, and the low participation - high commitment categories.

A chi-square test of representativeness was calculated on each of the ten member characteristics for each of the nine involvement categories. The expected distribution in each case was calculated by multiplying the number of respondents in the involvement category by the proportion of members in the total sample with the particular characteristic being examined. For example, there are 110 members in the high participation - high commitment category, of which 59 are male and 51 are female. The proportion of males in the total sample is .402 and the proportion of females is .598. Therefore, the number of males expected in the "high-high" category would be $110 \times .402$, or 44. The number of females expected would be $110 \times .598$, or 66.

A confidence level of .05 was selected for rejection of the null hypothesis.

The Findings

Hypothesis 5.3. The research hypothesis predicted that there would be a difference between the proportion of members in the various categories of each personal variable in each involvement category, and the proportion of members in the

various categories of each personal variable in the total sample.

No significant differences were found for any of the member characteristic categories between the actual and expected distributions of members in the moderate participation - high commitment, moderate participation - moderate commitment, moderate participation - low commitment, high participation - moderate commitment, and low participation - moderate commitment categories. Therefore, these data are not presented in tabular form. However, there were significant differences found between several of the member characteristic categories in the other involvement categories. The actual and expected distributions for the various categories of each member characteristic examined, and the associated chi-square values for each of these four involvement categories are presented in Tables XXX and XXXI.

In the high participation - high commitment category there is a greater proportion of members who are married, who have sixteen or more years of teaching experience, who have four or more years of teacher education, who hold administrative positions, and who received a B. Ed., as their first degree, than would be expected from the distributions in the

TABLE XXX

RELATIONSHIP OF THE ACTUAL TO THE EXPECTED DISTRIBUTION OF RESPONDENTS
ACCORDING TO SELECTED CHARACTERISTICS, IN THE HIGH-HIGH; HIGH-LOW;
LOW-LOW; and LOW-HIGH INVOLVEMENT CATEGORIES

	High Participation		High participation		Low participation		Low participation	
	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected
SEX:								
Males	59	44	16	19	20	39	20	21
Females	51	66	22	29	76	57	31	32
		8.21**		.96		15.10**		.08
POSITION:								
Teacher	57	79	44	35	77	68	36	38
Jr. Admin.	20	10	1	5	4	9	6	5
Sr. Admin.	23	11	2	5	1	9	4	5
Other	-	-	1	4	12	8	7	5
		26.92**		7.65		12.43**		1.59
EDUCATION:								
0-1.9 yrs.	15	32	17	14	49	27	14	15
2-3.9 yrs.	40	35	19	15	28	30	12	17
4 or more yrs.	55	43	12	18	18	38	27	21
		12.72**		4.21		27.39**		3.30
LEVEL:								
Elem.	44	53	20	23	57	43	29	26
Jr. High	25	26	18	11	16	24	11	13
Sr. High	36	26	8	12	19	24	12	13
		5.11		5.49		7.31*		.63
PREPARATION:								
Normal School	56	49	18	22	42	43	24	24
Fac. of Ed.	46	46	26	20	42	40	23	22
Other Fac.	7	13	3	5	10	11	6	7
		3.61		3.56		.22		.07

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XXXI

RELATIONSHIP OF THE ACTUAL TO THE EXPECTED DISTRIBUTION OF RESPONDENTS,
 ACCORDING TO SELECTED CHARACTERISTICS, IN THE HIGH-HIGH; HIGH-LOW;
 LOW-LOW; and LOW-HIGH INVOLVEMENT CATEGORIES

	High participation High commitment Distribution		High participation Low commitment Distribution		Low participation Low commitment Distribution		Low participation High commitment Distribution	
	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected
EXPERIENCE:								
1-5 yrs.	20	34	24	15	46	30	14	15
6-15 yrs.	34	37	14	16	31	33	12	17
16 or more yrs.	56	38	10	17	19	33	27	21
FIRST CERTIFICATE:								
Alberta	68	82	35	36	59	71	44	39
Other	22	28	13	12	37	25	9	14
FIRST DEGREE:								
B. Ed.	47	36	6	6	10	14	19	18
Other	9	20	3	3	11	7	8	9
MARITAL STATUS:								
Single	14	25	19	11	21	22	5	12
Married	85	74	22	32	65	64	44	36
Other	-	-	6	4	-	-	4	5
STAFF SIZE:								
1-9	10	16	12	7	19	13	2	8
10-19	56	48	18	21	33	41	20	23
20 or more	44	46	18	20	42	40	31	22

*Significant beyond the .05 level.

**Significant beyond the .01 level.

sample. In the low participation - low commitment category the reverse of the above observations hold true, with the exception of the proportion of members who received a B. Ed. as their first degree, and the proportion of married members. In addition, there is a greater proportion of members who received their first certification outside of Alberta, and a greater proportion of elementary teachers in this category than would be expected from the distribution in the sample.

In a high participation - low commitment category there is a greater proportion of members with from one to five years of teaching experience, and single members than was expected. In the low participation - high commitment category there is a greater proportion of married members and members from large school staffs than was expected.

On the basis of this analysis the null hypothesis could not be rejected except in the case of the teaching experience variable in the "high-high", "high-low", and "low-low" categories; the certification variable in the "low-low" category; the first degree variable in the "high-high" category; the marital status variable in the "high-high", "high-low", and "low-high" categories; the sex variable in the "high-high" and "low-low" categories; the teaching position variable in the

"high-high" and "low-low" categories; the teacher education variable in the "high-high and "low-low" categories; and the teaching level variable in the "low-low" category. In these cases the null hypothesis was rejected and the research hypothesis was accepted.

Discussion of the Findings

The relationships between the various characteristics of members examined in this study, and member involvement in The Alberta Teachers' Association, are more marked in the high participation - high commitment, and low participation - low commitment categories than they are in any of the other involvement categories. In fact there are no significant relationships between the dependent variable of involvement and the independent variables in any of the other involvement categories, except for teaching experience and marital status in the high participation - low commitment category, and marital status and size of school staff in the low participation - high commitment category. It could, therefore, be concluded that differences in the characteristics of members are only evident in the extreme involvement categories.

The independent variables of teaching experience, marital status, sex, teaching position, and teacher education are

more closely related to the dependent variable of involvement in The Alberta Teachers' Association than are any of the other independent variables examined. As would be expected these are also the independent variables which were most closely related to the participation and commitment aspects of involvement when these were examined separately.

On the basis of this evidence the modal type of member in the high participation - high commitment category is a married man with four or more years of preparation and sixteen or more years of experience, who holds an administrative position, and who received a B. Ed. as his first degree. The modal type of member in the low participation - low commitment category is at the opposite extreme, in most respects, when compared with the modal member in the high participation - high commitment category. Such a member is a female with less than two years of preparation and less than six years of teaching experience. She also holds a teaching position in an elementary classroom and received her initial certification outside of Alberta.

The modal type of member in the high participation - low commitment category is single and has less than six years of teaching experience. It is interesting to note that single members participate more in social activities than do married

members. Members with from one to five years of experience also participate in more social activities than do members with more experience. It could, therefore, be concluded that high participation of members in this category result, in the main, from social participation.

The modal type of member in the low participation - high commitment category is married and comes from a school staff of twenty or more teachers. It seems logical that members from large school staffs would not be subjected to the same group pressures to participate as might be the case in smaller, more cohesive staffs. It would also seem logical that members who are married would have more primary group obligations and may thus tend not to participate in as many Association activities, even though they may be highly committed to the Association.

Explanations such as these lend support to the hypothesis that participation in Association affairs may result, in part at least, from group pressures regardless of the degree of commitment a person may have to the Association.

III. SUMMARY

This chapter reported on the investigation of the relationship between the ten member characteristics and the

involvement variables of participation and commitment. Two of the hypotheses formulated to investigate the problem were tested by means of one-way analysis of variance, and the third hypothesis was tested by means of chi-square tests of representativeness.

The analysis revealed that sex and teaching position seem to be the only characteristics significantly related to participation in The Alberta Teachers' Association. Male administrators seem to participate more actively in the activities of the Association, especially the political activities, than do any of the other categories of members. Sex and teaching position are also more closely related to member commitment to the Association than are any of the other characteristics examined. However, years of teacher education and years of teaching experience are also closely related to commitment. Male administrators with four or more years of professional preparation and sixteen or more years of teaching experience seem to be more highly committed to the Association than are any of the other types of members.

Differences in the characteristics of members seem to be evident only in the extreme involvement categories. Members who are high in both participation and commitment seem

to have different characteristics than do members who are low in both participation and commitment. The modal type of member in the high participation - high commitment category is a married man with four or more years of preparation and sixteen or more years of experience, who holds an administrative position, and who received a B. Ed. as his first degree. The modal type of member in the low participation - low commitment category is at the opposite extreme, in most respects, when compared with the modal member in the high participation - high commitment category.

REFERENCES FOR CHAPTER VIII

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CHAPTER IX

SUMMARY, CONCLUSIONS, FURTHER RESEARCH AND IMPLICATIONS

I. SUMMARY

The Problem

This study dealt with the nature of member involvement in The Alberta Teachers' Association. It included an examination of the extent of member participation in the Association, the degree of member commitment to the Association, the relationship between participation and commitment, and the relationship between involvement in the Association and various member characteristics. This problem is considered to have significance for educational organizations similar in nature to The Alberta Teachers' Association, for practising school administrators, and for an understanding of organizational behaviour in general.

Sub-problems and Hypotheses

For purposes of investigation the major problem was divided into five sub-problems and nineteen hypotheses. Thirteen hypotheses were formulated for the first sub-problem, which dealt with the degree of member commitment to and the extent of member participation in The Alberta Teachers'

Association. In general these hypotheses predicted that expectations for member participation and commitment, held by rank-and-file members and officers of the Association, would exceed actual participation and commitment and that member commitment to the Association would be closer to expectations than would their participation in the Association. It was also hypothesized that members of small locals would participate more actively in Association affairs and activities, and would be more highly committed to the Association than would members of large locals, and that members would be more highly committed to their local associations than they would be to the provincial association.

Sub-problems two, three and four dealt with the relationships among the three types of participation, the three types of commitment and the relationship between participation and commitment. It was hypothesized that all of these relationships would be positive and significant.

The fifth sub-problem dealt with the relationship between each of the ten member characteristics selected for study, and the dependent variables of participation and commitment. It was hypothesized that a significant relationship would exist between each independent variable and the dependent variables.

Sample

A random sample of 980 active members of The Alberta Teachers' Association, selected from the Association membership cards, was used as the source from which data on actual member involvement in the Association were obtained. A random sample of 300 selected from the Association membership cards, and a further random sample of 200 selected from the Association's lists of provincial and local officers, was used as the source from which data on rank-and-file member and officers expectations for member involvement in the Association were obtained.

Instrumentation

The measure of actual participation in the affairs and activities of The Alberta Teachers' Association was a questionnaire, constructed for the study, which asked respondents to estimate the number of hours they devoted to the political, social and educational activities of the Association, at each of its levels, since September 1, 1964 (See Appendix A). The validity of the instrument was tested by the use of data collected from a pilot sample (supra, pp. 67-70).

The actual commitment of members to the Association was measured by means of a summated rating attitude scale constructed for the study. This scale consisted of three sections

designed to measure commitment to Association goals, commitment to the Association as a whole, and commitment to Association officers. Sub-sections designed to measure commitment to local and provincial associations were also included (See Appendix A). The selection of items and the testing of the validity and reliability of the instrument was carried out by use of data collected from a pilot sample (supra, pp. 67-68).

The measurement of expected participation and commitment was carried out by an instrument which contained items identical to those in the instrument used to measure actual involvement, except that the respondents were asked to complete it from the point of view of what they would expect by way of participation and commitment from an average or typical member of the Association (See Appendix B).

Related Literature

The literature on organizational theory, organizational typologies, and individual accommodation to organizations, which provided the theoretical framework for the study, was reviewed in some detail. The literature on membership involvement in organizations related mainly to voluntary organizations. The predominance of research reviewed was conducted in labour unions.

In general the literature supports the view that participation in and commitment to an organization are positively related. There is also some evidence to support the hypothesis that commitment to an organization is not unidimensional. There are, however, conflicting views as to the nature of involvement in mutual benefit associations and normative organizations. Some writers claim that members in such organizations tend to be apathetic and disinterested, while others believe that members in such organizations are high in commitment to the organization. It is possible that these differences result from differences in definition of terms and difference in emphases.

Collection of Data

All of the data for this study were collected by means of the actual involvement and expected involvement instruments (See Appendix A and B). These instruments were mailed to the members of both samples, along with a stamped return-addressed envelope in February, 1965. A 70.41 percent return was obtained from the actual involvement sample and a 71.80 percent return was obtained from the expected involvement sample.

Statistical Treatment

All of the hypotheses were tested by means of inferential

statistical tests. The hypotheses dealing with the relationships between actual and expected involvement, the involvement of officers and rank-and-file members, and the extent of involvement in local and provincial associations were tested by means of t-tests and median tests. The comparisons of the extent to which actual participation and actual commitment deviated from expectations were made by means of chi-square tests. Relationships among the three types of participation, the three types of commitment, and between participation and commitment were examined by use of Pearson's product-moment correlation coefficients. The hypotheses dealing with the relationships between member characteristics and the dependent variables of participation and commitment were tested by means of one-way analysis of variance. Relationships between the ten member characteristics and each of the nine involvement categories were examined by use of chi-square tests of representativeness.

The .05 level of confidence was selected for rejection of the null hypothesis in all cases except those dealing with the relationships between membership characteristics and the dependent variables of participation and commitment. The .01 level was selected for these hypotheses because some of the assumptions underlying the F test were not met (supra, pp. 96-97).

Results

The first four hypotheses predicted that member participation in and commitment to The Alberta Teachers' Association would not meet the expectations of either the Association's officers or rank-and-file members. All of these hypotheses were supported. The differences between actual and expected educational participation, although significant, were not as great as were the differences between actual and expected political participation. The difference between actual and expected commitment to Association goals was not significant in the case of rank-and-file member expectations. Although the difference between actual and expected commitment to Association goals was significant for officer expectations, it was less than the differences between the other actual and expected types of commitment.

The fifth and sixth hypotheses predicted that officers would participate more actively in and would be more highly committed to the Association than would rank-and-file members. Both of these hypotheses were also supported. The differences between the educational participation of the two groups was less than the difference between their political participation.

Hypotheses seven and eight predicted that Association officers would hold higher expectations for member involvement in The Alberta Teachers' Association than would rank-and-file members. These hypotheses were also upheld. However, as in the case of actual involvement, there was less difference between the educational participation expectations than there was between the political participation expectations of the two groups. There was also less difference between commitment to Association officers, in both cases, than there was for any other type of commitment. Commitment to the Association as a whole produced the greatest differences for both actual and expected commitment.

Hypotheses nine and ten predicted that a greater proportion of Association members would meet or exceed rank-and-file member and officer expectations for commitment to the Association than would meet or exceed rank-and-file member and officer expectations for participation in the Association. Both of these hypotheses were supported well beyond the confidence level selected.

The next three hypotheses predicted that members would be more highly committed to their local associations than they would be to the provincial association, and that members of small locals would participate more actively in Association

affairs and would be more highly committed to the Association than would members of large locals. The analysis revealed that members of small locals participate more actively in political and social activities than do members of large locals. However, the difference for total participation, although in the hypothesized direction, was not significant. As far as commitment is concerned members of large locals seem to be more highly committed to the Association than do members of small locals. Although these differences are not significant they are in the opposite direction to that hypothesized, except in the case of commitment to Association goals. The analysis also revealed that there is no significant difference between the commitment of members to their local associations and the provincial association. The differences which do exist, although not significant, are in the opposite direction than was hypothesized. As a result of this analysis the null hypotheses could not be rejected.

The next hypothesis predicted that there would be positive relationships among members' political, social and educational participation in the affairs and activities of The Alberta Teachers' Association. Although the intercorrelations among these three types of participation were low, the hypothesis was upheld. The relationship between social

participation and each of political and educational participation is not as great as is the relationship between political and educational participation.

Positive relationships among commitment to the goals of the Association, the Association as a whole, and the officers of the Association were predicted by the next hypothesis. This hypothesis was also upheld by the analysis. The interrelationships among the three types of commitment were higher than they were for the three types of participation.

The next hypothesis predicted that a positive relationship would exist between member participation in the affairs and activities of the Association and member commitment to the Association. The correlation coefficient between total participation and total commitment, although low, was significantly different from zero. Therefore, the hypothesis was upheld. However, the only sub-types with significant correlation coefficients were political participation and commitment to the Association as a whole, and political participation and commitment to Association officers.

The next two hypotheses predicted that significant relationships would exist between the dependent variables of participation and commitment and the member characteristics of sex, years of teaching experience, teaching position, years

of teacher education, origin of first teaching certificate, teaching level, first type of academic or professional preparation, type of first degree, marital status, and size of school staff. The analysis revealed significant relationships between participation in the Association and the independent variables of sex and teaching position. The relationships between participation and the other independent variables were not significant at the level selected for rejection of the null hypothesis.

The relationships between commitment and the variables of sex, teaching experience, teaching position, years of professional preparation, source of first teaching certificate, type of first degree, marital status, and size of school staff were all significant.

It would seem from this analysis that the independent variables of sex, teaching position, years of teaching experience, and years of teacher education are more closely related to member involvement, than are any of the other variables examined. The modal type of high participation member is a male who holds an administrative position. The modal type of high commitment member is a married male in an administrative position, who has four or more years of professional preparation and sixteen or more years of teaching experience, and

who comes from a moderate sized school staff. This member would have received a B. Ed. as his first degree and would have received his first certificate in Alberta.

The last hypothesis predicted a significant relationship between each of the ten member characteristics and the nine involvement categories into which members were placed. The analysis revealed differences in the characteristics of members only in the extreme involvement categories: high participation - high commitment, low participation - low commitment, high participation - low commitment, and low participation - high commitment. The greatest differences occurred in the "high-high" and "low-low" categories. The modal type of member in the high participation - high commitment category is a married man with four or more years of preparation and sixteen or more years of teaching experience, who holds an administrative position, and who received a B. Ed. as his first degree. The modal type of member in the low participation - low commitment category is at the opposite extreme, in most respects, when compared with the modal type in the high participation - high commitment category.

II. CONCLUSIONS

It is not the intention of the investigator to generalize widely from the evidence of this study. The conclusions

that follow are, strictly speaking, valid only for The Alberta Teachers' Association. However, they should also be of interest to other teachers' organizations, other mutual benefit associations and normative organizations, and even to other types of organizations.

Member Participation and Commitment

Actual and Expected Involvement. The weight of the evidence gives strong support to the conclusion that the expectations held for member involvement in The Alberta Teachers' Association are much higher than actual involvement in the Association. This is especially so for political participation and commitment to the Association as a whole. As would be expected the weight of the evidence also supports the conclusion that officers are more highly involved in Association activities, especially political activities, than are rank-and-file members. It can also be concluded that officers are more highly committed to the Association than are rank-and-file members, especially in the case of commitment to the Association as a whole. In other words officers tend to look upon the Association as a reference group to a greater degree than do rank-and-file members. Officers also tend to hold higher expectations for member participation in and commitment

to the Association than do rank-and-file members.

Levels of Participation and Commitment. All of the analyses give strong support to the conclusion that member commitment to the Association is much closer to expectations than is the participation of members in the affairs and activities of the Association. If expectations are taken as the criteria for determining the desirable levels of commitment to and participation in The Alberta Teachers' Association, as they are in this study, then it can be concluded that the commitment of members to the Association exceeds their participation in the Association.

Commitment to Local and Provincial Associations. It cannot be concluded from the evidence obtained in this study that members are more highly committed to their local associations than they are to the provincial association, or that members of small locals are more highly involved in the Association than are members of large locals. Further investigation of the characteristics of members in small and large locals would have to be carried out before conclusions can be reached about this problem.

In general it can be concluded that expectations for member involvement in The Alberta Teachers' Association

exceeds actual involvement, that officers of the Association are more highly involved in the Association than are rank-and-file members, that officers hold higher expectations for member involvement than do rank-and-file members, and that the actual commitment of members to the Association exceeds their actual participation in the Association.

The Relationship Between Participation and Commitment

The Nature of Participation. The weight of evidence supports the conclusion that there is a low increasing monotonic relationship among members' political, social and educational participation in the affairs and activities of The Alberta Teachers' Association. The low intercorrelations among these three types of participation also supports the conclusion that each type of participation is in fact somewhat different from the other types.

The Nature of Commitment. The evidence also supports the conclusion that there is a monotonic relationship among the commitment of members to the goals of the Association, the Association as a whole, and the officers of the Association. Although the intercorrelations of the commitment subtypes are higher than they are for the participation subtypes, they are low enough to lead to the conclusion that

each type of commitment is also somewhat different from the other types.

The Relationship Between Participation and Commitment

Although the correlations are rather low it can be concluded from the analysis that an increasing monotonic relationship exists between participation in and commitment to The Alberta Teachers' Association. This relationship is significant, however, only for total commitment and total participation, political participation and commitment to the Association as a whole, and political participation and commitment to Association officers. It could be concluded from this evidence that members who are highly committed to the Association, especially to the Association as a whole, are more likely to be interested and active in the political aspects of Associations affairs than are members who are less highly committed.

The low correlations between participation and commitment lend support to the conclusion that although member participation in the affairs and activities of The Alberta Teachers' Association, and member commitment to the Association seem to be monotonically related they are in fact somewhat different from one another and can be considered as different aspects of involvement. These conclusions, however, should be considered in the light of the possibility that the

correlations may have been somewhat attenuated because of the positive skewness of the participation distributions and the slight negative skewness of the commitment distributions.

In general it can be concluded that the three types of participation are related monotonically, that the three types of commitment are related monotonically, and that participation and commitment are related monotonically. However, the low relationships in most cases supports the conclusion that each type of participation is somewhat different from the other types, that each type of commitment is somewhat different from the other types, and that participation is a somewhat different aspect of involvement than is commitment.

Involvement and Member Characteristics

It can be concluded from the evidence of this study that sex, teaching position, years of teaching experience, and years of teacher education are more closely related to member involvement in The Alberta Teachers' Association, especially the commitment aspect of involvement, than are any of the other independent variables examined. It can also be concluded that commitment to the Association is more closely related to the member characteristics examined than is participation in the Association.

The weight of the evidence of this study also supports the conclusion that differences in the characteristics of members are more evident in the extreme involvement categories than they are in the central categories. In other words active members who are highly committed seem to be different in many respects from inactive members who are not highly committed to the Association. Active members who are not highly committed also seem to be different in some respects from inactive members who are highly committed to the Association.

In general there is some evidence to support the conclusion that the modal type of active, highly committed member of the Association is a married man with four or more years of professional education and sixteen or more years of experience, who holds an administrative position, and who received a B. Ed. as his first degree. There is also evidence to support the conclusion that many married teachers from large school staffs are highly committed to the Association even though they do not participate actively in it, and that many single teachers with little experience are not highly committed to the Association although they participate actively in it, especially in its social activities.

III. FURTHER RESEARCH

There are several avenues for additional research opened up by this study. Empirical research, which is of primary concern to The Alberta Teachers' Association and other similar organizations, could be conducted as a result of leads provided by this study. More fundamental research designed to further our knowledge about organizational behaviour is also suggested by some of the evidence of the study.

Research could be designed to extend the breadth of this investigation. For example, the study could be replicated in other teachers' organizations and in other associations similar to teachers' organizations. It may even be possible to replicate the study, or conduct a similar study, in organizations of a different type. Such studies would make it possible to compare the different aspects of member involvement in different organizations. This would be useful both from an empirical point of view and for increasing our understanding of organizational behaviour.

Studies could also be designed to extend the depth of the present investigation and to examine problems only alluded to in this exploratory project. A more thorough examination of the relationships among the various types of participation

and commitment, and the relationship between participation and commitment, would prove useful for increasing our understanding of member involvement in organizations. Such studies may even uncover other dimensions of involvement, and relationships among these dimensions, which were not uncovered by the present investigation.

The extreme positive skewness of the participation distributions and the lack of relationship between many member characteristics and participation, may have resulted because of limitations in the data gathering procedures. Therefore, studies using other methods of gathering data on member involvement should be undertaken.

This study examined the relationship between ten member characteristics and each of the dependent variables of participation and commitment. It did not examine the interrelationships among the ten independent variables. Studies designed to investigate an extended list of variables which may be related to member involvement in organizations, and examine the interrelationships of these variables, would be very useful in increasing our understanding of organizational behaviour. Probably one of the most important variables which may affect member involvement in organizations, and which was not examined in this study, is group pressure on the individual.

A study of this variable would certainly be interesting and theoretically productive.

Investigations designed to examine the relationships between member orientation to organizations and other organizational variables are also necessary to round out our understanding of organizational behaviour. A particularly useful study would be one designed to examine the influence of members on both the formal and informal structure of an organization, as well as on its goals and objectives.

IV. IMPLICATIONS

The findings and conclusions of this study have practical implications for mutual benefit and normative organizations, as well as for practicing school administrators. They also have implications for the study of school administration and for the investigation of organizational behaviour.

Although participation and commitment are monotonically related, this relationship is low enough to cast strong doubt on the common practice of using participation as the sole criterion of involvement in an organization. The evidence obtained from this study indicates that commitment, which can be considered as a disposition toward action, is higher than would be estimated if past participation were used as the

sole predictor of commitment. The implication of this conclusion is that mutual benefit associations may be more cohesive, and that the members may be more favourably disposed toward such associations than many commonly believe. It could also be that if members consider it necessary to participate in the organization they will do so in such a way as to further the attainment of the association's goals and the maintenance of the association as an organization. It may even be that the lack of participation on the part of many members of mutual benefit associations results from their belief that the organization is providing adequate service without their participation and not from a feeling of apathy and disinterest on their part.

Political participation, which is often used as the sole criterion of participation, shows greater differences between actual and expected participation, and between officers and rank-and-file members than does educational participation. This difference, coupled with the tendency for people to judge involvement solely from political participation tends to distort the perception of the apathetic member and the active minority classifications into which members of mutual benefit associations are often placed. If educational participation were used as the major criterion of involvement most

members would appear somewhat less apathetic and disinterested.

The relationships revealed between member characteristics and member involvement in The Alberta Teachers' Association also have implications for the recruitment, selection, preparation, induction, and professional development policies and practices adopted by the Association. Career teachers with high professional qualifications are, by and large, the most highly involved in the Association. This is even more evident in the commitment aspect of involvement than it is in the participation aspect.

The findings of this study support the conclusion that there is a close relationship between those characteristics generally considered desirable for professional teachers and those characteristics related to high involvement in the Association. This conclusion is also supported in the literature (supra, pp. 28-29). In other words it would seem that teachers who are considered as competent and professional, from the point of view of their orientation toward pupils and the school are also likely to be highly involved in their professional organization. This finding has many implications for the school administrator. It has implications for the manner in which he relates to his staff, as well as for his

own relationships with the professional organization.

The conclusion that involvement in an organization cannot be judged solely from participation in the organization, and the conclusion that commitment exceeds participation, also have implications for school administrators, even though these conclusions refer mainly to mutual benefit and normative type organizations. The administrator could well keep these possibilities in mind when considering the involvement, or interest, in school affairs of his staff, the students, and other individuals and groups. It could well be that parents and other citizens are more highly committed to education, and to the school as an organization, than their participation in educational interest groups would indicate. If this is so it has important implications for the introduction of educational innovations, as well as for strategies of communication and public relations. The more highly committed a person is to the goals of an organization, or to the organization as a whole, the more likely he is to support programs aimed at the fulfillment of the goals, or the maintenance of the organization. These conclusions would have similar implications with respect to students and teachers.

It is often claimed that although the administrator should not impose his own goals upon the institution or the

members of the institution, that one of his major responsibilities is, nevertheless, to give leadership in clarifying the goals of the organization and in developing programs designed to fulfill these goals. The evidence from this study indicates that those teachers who are generally considered as professional career teachers, and who are thus most likely to influence the goals and the program of the school, are also most highly committed to the goals of their professional association. This evidence has implications for school administrators with respect to clarifying the goals of the school and understanding the goals of the staff. It also has implications for the development of a program designed to fulfill these goals.

One of the major tasks of school administrators is to motivate and assist teachers to improve themselves professionally. This is also one of the major goals of The Alberta Teachers' Association (infra, Appendix D). The evidence from this study indicates that administrators, teachers with four or more years of professional education, males, teachers with sixteen or more years of teaching experience, teachers who are married, high school teachers, and teachers from moderate sized school staffs are most likely to participate in the professional development program of the Association. Although

this evidence has important implications for the planning of the Association's professional development program, it also has important implications for school administrators. It could be that those types of teachers who do not participate actively in the Association's educational programs could profit more from administrator attention than could those who are more active in the Association's program.

The findings of this study, especially those concerning the various types of orientations a member has to an organization, and the relationships among these orientations, has implications for the study of school administration, especially to problems of leadership, communication and decision making. Each of these problems is directly affected by the nature of member involvement in an organization and by member perception of the organization and its administrative sub-system.

The use of expectations as the criterion for the desirable level of member involvement, and the multidimensional nature of participation, commitment and involvement, have theoretical, design and methodological implications for future studies of member involvement in organizations. If these studies are forthcoming they could well modify our entire way of thinking about the orientation of members to organizations.

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APPENDICES

APPENDIX A

INVENTORY OF MEMBER PARTICIPATION IN THE
ALBERTA TEACHERS' ASSOCIATION

Inventory Of Member Participation

In The

Alberta Teachers' Association

Dear Teacher,

I am presently conducting research about membership participation in the Alberta Teachers' Association as part of my doctoral studies in educational administration at the University of Alberta. The study has been approved by the Department of Educational Administration and has the support and co-operation of the Executive Council of the Alberta Teachers' Association. In many respects this study will add to the information obtained from the "Survey of Teacher Opinion" conducted by the Association last year. Therefore, your co-operation is again being solicited.

The data required for the study is being collected, by means of this questionnaire, from approximately one thousand Alberta teachers, selected at random. You were one of the teachers selected. It would be sincerely appreciated if you would assist with this study by completing the questionnaire and RETURNING IT WITHIN ONE WEEK, sealed in the stamped, return addressed envelope provided. You are not being asked to place your name or any other identification mark on the questionnaire. Therefore, you are assured of complete anonymity.

Very sincerely yours,

E. J. INGRAM,

Executive Assistant, The Alberta Teachers' Association

This inventory is designed to obtain information concerning participation in the activities of The Alberta Teachers' Association, and selected opinions about the Association.

SECTION A, requests personal background and information, SECTION B, requests the number of hours you have devoted to Association affairs and activities, and SECTION C, asks for your opinion on certain matters.

SECTION A: The Teacher

Please check (✓) the response to each item which provides the correct information about you:

1-4. (For data analysis)

5. Sex

- Male ☐ 1
Female ☐ 2

6. Total years of teaching experience as of June 30, 1965. (Include administrative experience)

- 1 year ☐ 1
2 years ☐ 2
3 years ☐ 3
4 years ☐ 4
5 years ☐ 5
6 years to 15 years ☐ 6
16 to 25 years ☐ 7
26 or more years ☐ 8

7. Present Position

- Regular classroom teacher ☐ 1
Department head teaching more than half-time ☐ 2
Department head teaching half-time or less ☐ 3
Vice-principal teaching more than half-time ☐ 4
Vice-principal teaching half-time or less ☐ 5
Principal teaching more than half-time ☐ 6
Principal teaching half-time or less ☐ 7
Other: (Specify) ☐ 8

8. Years of teacher education for which you are being paid

- 1 year or less ☐ 1
1.1 - 1.9 years ☐ 2
2.0 - 2.9 years ☐ 3
3.0 - 3.9 years ☐ 4
4.0 - 4.9 years ☐ 5
5.0 - 5.9 years ☐ 6
6.0 - 6.9 years ☐ 7
7 years or over ☐ 8

9. Source of first teaching certificate

- Alberta ☐ 1
Saskatchewan ☐ 2
Other Canadian province ☐ 3
Other British Commonwealth country ☐ 4
United States ☐ 5
Other country ☐ 6

10. Teaching level: (Primary responsibility)

- Elementary ☐ 1
Junior High School ☐ 2
Senior High School ☐ 3
Other: (Specify) ☐ 4

11. Type of first academic and/or professional preparation beyond high school

- Normal school or a teachers' college ☐ 1
Faculty of Education in a University ☐ 2
University faculty other than education ☐ 3

12. Type of university preparation

- My first degree was a B.Ed. or its equivalent
(e.g., a B.A. in Education) ☐ 1
- My first degree was not in Education ☐ 2
- I do not hold a University degree ☐ 3

13. Marital Status

- Single ☐ 1
- Married ☐ 2
- Widowed, separated, or divorced ☐ 3
- Member of a religious order ☐ 4

14. The approximate number of teachers in my local association is

- Less than 100 ☐ 1
- Between 100 and 200 ☐ 2
- Over 300 ☐ 3

15. The number of full-time teachers, including the principal and vice-principal on the staff of which I am a member is

- 1 - 4 ☐ 1
- 5 - 9 ☐ 2
- 10 - 14 ☐ 3
- 15 - 19 ☐ 4
- 20 - 24 ☐ 5
- 25 - 34 ☐ 6
- 35 - 44 ☐ 7
- 45 or over ☐ 8
- I am not a member of a school staff ☐ 9

16. I am a member of the provincial executive council

- Yes ☐ 1
- No ☐ 2

17. I am a member of a local association executive or council

- Yes ☐ 1
- No ☐ 2

18. I am a member of a sub-local association executive

- Yes ☐ 1
- No ☐ 2

19. I am a member of a provincial association committee

- Yes ☐ 1
- No ☐ 2

20. I am a member of a local association committee

- Yes ☐ 1
- No ☐ 2

21. I am a member of a sub-local association committee

- Yes ☐ 1
- No ☐ 2

22. I am a member of a convention committee or planning group

- Yes ☐ 1
- No ☐ 2

23. I am a member of a specialist council executive or committee

- Yes ☐ 1
- No ☐ 2

24. I have no executive or committee responsibilities as asked for in items 16 - 23 above

- Yes ☐ 1
- No ☐ 2

SECTION B: Participation Inventory

The following section is designed to measure the amount of time you have devoted to the affairs and activities of The Alberta Teachers' Association, at all of its levels, since the beginning of the present school term (September 1, 1964).

DEFINITIONS AND EXAMPLES

For the purposes of this study all of the affairs and activities of the Association are categorized under three major types — (1) administrative (2) social, and (3) educational. To assist you in completing the chart on the next page, definitions and examples of each of these types of participation are given. PLEASE KEEP THESE DEFINITIONS IN MIND WHEN YOU ARE ESTIMATING THE AMOUNT OF TIME YOU HAVE DEVOTED TO THE ALBERTA TEACHERS' ASSOCIATION SINCE SEPTEMBER 1, 1964.

Administrative Participation:

The term "administrative participation" refers to the process of taking part in the government and policy making activities of the Association. It includes such activities as holding executive office at any level of the Association, membership on business and policy committees (e.g., economic welfare, finance, pensions, resolutions, etc.), and attending or participating in business meetings of the Association at any of its levels.

Social Participation:

The term "social participation" denotes the process of planning, conducting, attending, or participating in social activities sponsored in whole or in part by the Association at any of its levels. A social activity is one which has as its major purpose the providing of entertainment or fellowship for members and/or others (e.g., banquets, bonspiels, picnics, induction ceremonies, etc.)

Educational Participation:

The term "educational participation" denotes the process of planning, conducting, attending, or participating in educational activities sponsored in whole or in part by the Association at any of its levels. An educational activity is one which has as its major and direct purpose the professional improvement of members. Such activities would include conferences, seminars, conventions, institutes, specialist council activities, membership on educational committees, and working privately on educational matters sponsored by or provided by the Association.

INSTRUCTIONS

In the chart below, please fill in the *approximate number of hours* (including travel) you have devoted to the various types of Association affairs and activities (administrative, social, and educational) at each level of the Association (sub-local, local, and provincial), *since September 1, 1964*. If you have not participated in any way indicate this by placing a "O" in the appropriate blanks.

PLEASE STUDY THE ABOVE DEFINITIONS CAREFULLY AND EXAMINE THE PARTICIPATION CHART BELOW BEFORE ATTEMPTING TO ESTIMATE THE NUMBER OF HOURS YOU HAVE DEVOTED TO ANY TYPE OF PARTICIPATION.

Try to account for all hours devoted to Association affairs and activities, but do not account for the same hours in two or more different places.

Level of participation Type of participation	Participation in Sub-local Association activities	Participation in Local Association Activities (include teachers' conventions and regional councils)	Participation in Provincial association activities. (Include provincial specialist councils)	Total Participation ★ (Sum of sub-local, local, and provincial)	Item
Administrative Participation (see definition above)	..... hrs.	..... hrs.	..... hrs.	..... hrs.	25 - 27
Social Participation (see definition above)	..... hrs.	..... hrs.	..... hrs.	..... hrs.	28 - 30
Educational Participation (see definition above)	..... hrs.	..... hrs.	..... hrs.	..... hrs.	31 - 33
Total Participation Sum of Administrative, Social and Educational	..... hrs.	..... hrs.	..... hrs.	Grand Total ★ hrs.	34 - 36

★ If you have not participated indicate this by placing "O" in the appropriate blanks.

SECTION C: Teacher Opinion

A number of statements are given below. Indicate the degree of your personal agreement with each statement by checking the appropriate box at the right.

WORK RAPIDLY ON THIS SECTION. First reactions are important. Please react to each item whether or not you believe you have sufficient information to warrant a reaction.

NB.: The term "association", as used in the following items, refers to one of the levels of The Alberta Teachers' Association. The term "teaching profession", as used in the following items, refers to teachers as a group, or teachers in general. It does not necessarily refer to a formally organized group as The Alberta Teachers' Association.

37. Teachers should have the full rights of collective bargaining for determining their salaries and working conditions

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

38. Teachers should have the legal right to strike

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

39. Salary scales for teachers should be partially based on "merit" as determined by some evaluation procedure

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

40. Teachers should protest against working conditions which do not meet the minimum standards established by the teaching profession

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

41. The teaching profession should not be overly concerned about being represented on curriculum committees of the Department of Education or of local school systems

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

42. Two years of professional preparation is quite adequate for permanent certification

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

43. Major responsibility for the certification of teachers should not rest with the teaching profession

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

44. The maintenance of professional discipline should be solely the function of the teaching profession

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

45. A major goal of the teaching profession should be to improve the public image of the profession

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

46. The teaching profession should forget about trying to create a good public image and concentrate on more important matters

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

47. Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

48. I would rather belong to The Alberta Teachers Association than I would to most other provincial organizations

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

49. In case of a dispute between The Alberta Teachers' Association, at the provincial level, and some other provincial school authority or agency, the teacher owes his prime loyalty to The Alberta Teachers' Association

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

50. I do not feel that I am a real integral part of the provincial association

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

51. If I had the choice I would not belong to The Alberta Teachers' Association at the provincial level

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

52. I would rather belong to the local association of The Alberta Teachers' Association, of which I am a member, than I would to most other community and regional organizations to which I belong

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

53. I do not feel that I am a real integral part of the local association of which I am a member

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

54. In case of a dispute between the local association and the school board the teacher owes his prime loyalty to the local association

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

55. If I had the choice I would not belong to the local association of which I am a member at the present time

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

56. Much of the recent public criticism of The Alberta Teachers' Association is justified

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

57. Most of the recent presidents of the provincial association attempted to give good and honest leadership

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

58. In general I am not satisfied with the leadership provided by the Executive Council of the provincial association

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

59. In general the employed staff officers of the provincial association provide very competent service

Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

60. Most of the recent presidents of the provincial association were very capable persons

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

61. The members of the Executive Council of the provincial association attempt to exercise too much control over the membership

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

62. The Executive Council of the provincial association is not very effective in conducting the affairs of the provincial association

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

63. The executive of the local association of which I am a member is not very effective in conducting the affairs of the local

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

64. In general I am not satisfied with the leadership provided by the executive of the local association of which I am a member

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

65. Most of the recent presidents of the local association of which I am a member were very capable persons

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

66. The elected officers of the Association have a high level of integrity

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

Thank you for your co-operation

Please return as soon as possible to:

BARNETT HOUSE,

11010 - 142 Street, Edmonton

*Use the stamped return-addressed envelope
provided*

APPENDIX B

INVENTORY OF EXPECTED MEMBER PARTICIPATION
IN THE ALBERTA TEACHERS' ASSOCIATION

Inventory Of
Expected Member Participation
In The
Alberta Teachers' Association

Dear Teacher,

I am presently conducting research about membership participation in the Alberta Teachers' Association as part of my doctoral studies in educational administration at the University of Alberta. The study has been approved by the Department of Educational Administration and has the support and co-operation of the Executive Council of the Alberta Teachers' Association. In many respects this study will add to the information obtained from the "Survey of Teacher Opinion" conducted by the Association last year. Therefore, your co-operation is again being solicited.

Part of the data required for the study is being collected, by means of this questionnaire, from approximately five hundred Alberta teachers, selected at random. You were one of the teachers selected. It would be sincerely appreciated if you would assist with this study by completing the questionnaire and **RETURNING IT WITHIN ONE WEEK**, sealed in the stamped, return addressed envelope provided. You are not being asked to place your name or any other identification mark on the questionnaire. Therefore, you are assured of complete anonymity.

Very sincerely yours,

E. J. INGRAM,

Executive Assistant, The Alberta Teachers' Association

This inventory is designed to obtain information about the expectations held for member participation in the activities of the Alberta Teachers' Association, as well as the expectations held for member attitudes toward Association and other educational matters.

SECTION A, asks for information about positions you hold in The Alberta Teachers' Association. SECTION B, asks your opinion regarding the approximate number of hours you believe teachers should devote to Association affairs and activities. SECTION C, asks for your opinion regarding the attitudes teachers should have toward certain educational matters.

SECTION A: Position in the Association

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Item</p> <p>1 - 15. (For data analysis)</p> <p><i>Check (✓) one in each of the following items</i></p> <p>16. Are you a member of the Executive Council of the provincial Association?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p> | <p>17. Are you a member of the executive, or council, of a local association of the Alberta Teachers' Association? Do not include sublocal positions).</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p> <p>18 - 24. (For data analysis)</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

SECTION B: Desirable Teacher Participation

The following section is designed to determine the amount of time you believe an average or typical teacher *should have devoted* to the affairs and activities of The Alberta Teachers' Association, at all of its levels, since the beginning of the present school term (September 1, 1964).

DEFINITIONS AND EXAMPLES

For the purposes of this study all of the affairs and activities of the Association are categorized under three major types — (1) administrative (2) social, and (3) educational. To assist you in completing the chart on the next page, definitions and examples of each of these types of participation are given. **PLEASE KEEP THESE DEFINITIONS IN MIND WHEN YOU ARE ESTIMATING THE AMOUNT OF TIME YOU BELIEVE TEACHERS SHOULD HAVE DEVOTED TO THE ALBERTA TEACHERS' ASSOCIATION SINCE SEPTEMBER 1, 1964.**

Administrative Participation:

The term "administrative participation" refers to the process of taking part in the government and policy making activities of the Association. It includes such activities as holding executive office at any level of the Association, membership on business and policy committees (e.g., economic welfare, finance, pensions, resolutions, etc.), and attending or participating in business meetings of the Association at any of its levels.

Social Participation:

The term "social participation" denotes the process of planning, conducting, attending, or participating in social activities sponsored in whole or in part by the Association at any of its levels. A social activity is one which has as its major purpose the providing of entertainment or fellowship for members and/or others (e.g., banquets, bonspiels, picnics, induction ceremonies, etc.)

Educational Participation:

The term "educational participation" denotes the process of planning, conducting, attending, or participating in educational activities sponsored in whole or in part by the Association at any of its levels. An educational activity is one which has as its major and direct purpose the professional improvement of members. Such activities would include conferences, seminars, conventions, institutes, specialist council activities, membership on educational committees, and working privately on educational matters sponsored by or provided by the Association.

INSTRUCTIONS

In the chart below please fill in the *approximate number of hours (including travel) you believe an average or typical teacher should have devoted* to the various types of Association affairs and activities (administrative, social, and educational) at each level of the Association (sublocal, local, and provincial), *since September 1, 1964*. Base your estimates on your considered judgment and opinion as to how much time a member should be prepared to devote to the Association.

PLEASE STUDY THE ABOVE DEFINITIONS CAREFULLY AND EXAMINE THE PARTICIPATION CHART BEFORE ATTEMPTING TO ESTIMATE THE NUMBER OF HOURS YOU BELIEVE AN AVERAGE TEACHER SHOULD HAVE DEVOTED TO ANY PARTICULAR TYPE OF PARTICIPATION.

Level of participation Type of participation	Number of hours a teacher should have participated in sublocal association activities	Number of hours a teacher should have participated in local association activities (include teachers' conven- tions and regional councils)	Number of hours a teacher should have participated in provincial association activities. (Include provincial specialist councils)	★ Total number of hours a teacher should have participated in association activities. Sum of sublocal, local and provincial)	Item
Administrative Participation (see definition above)	..... hrs.	..... hrs.	..... hrs.	..... hrs.	25 - 27
Social Participation (see definition above)	..... hrs.	..... hrs.	..... hrs.	..... hrs.	28 - 30
Educational Participation (see definition above)	..... hrs.	..... hrs.	..... hrs.	..... hrs.	31 - 33
Total Participation Sum of Administra- tive, Social and Educational	..... hrs.	..... hrs.	..... hrs.	Grand Total ★ hrs.	34 - 36

★ If you believe a teacher need not have participated in any, or any particular type of association activities place a "O" in the appropriate blanks.

SECTION C: Desirable Teacher Attitudes

A number of statements are given below. Indicate what you believe the attitude of teachers should be by checking (✓) the appropriate box at the right of each response category. The response categories are listed below each statement. Try not to let your own attitude about the statement unduly influence what you believe the attitude of teachers in general should be. Please react to each statement.

NB.: The term "association", as used in the following items, refers to one of the levels of The Alberta Teachers' Association. The term "teaching profession", as used in the following items, refers to teachers as a group, or teachers in general. It does not necessarily refer to a formally organized group as The Alberta Teachers' Association.

Statement

37. Teachers should have the full rights of collective bargaining for determining their salaries and working conditions

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

38. Teachers should have the legal right to strike

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

39. Salary scales for teachers should be partially based on "merit" as determined by some evaluation procedure

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

40. Teachers should protest against working conditions which do not meet the minimum standards established by the teaching profession

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

41. The teaching profession should not be overly concerned about being represented on curriculum committees of the Department of Education or of local school systems

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

42. Two years of professional preparation is quite adequate for permanent certification

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

43. Major responsibility for the certification of teachers should not rest with the teaching profession

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

44. The maintenance of professional discipline should be solely the function of the teaching profession

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

45. A major goal of the teaching profession should be to improve the public image of the profession

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

46. The teaching profession should forget about trying to create a good public image and concentrate on more important matters

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |

Statement

47. Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

48. I would rather belong to The Alberta Teachers Association than I would to most other provincial organizations

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

49. In case of a dispute between The Alberta Teachers' Association, at the provincial level, and some other provincial school authority or agency, the teacher owes his prime loyalty to The Alberta Teachers' Association

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

50. I do not feel that I am a real integral part of the provincial association

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

51. If I had the choice I would not belong to The Alberta Teachers' Association at the provincial level

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

52. I would rather belong to the local association of The Alberta Teachers' Association, of which I am a member, than I would to most other community and regional organizations to which I belong

The desirable teacher response would be

- | | |
|-------------------------|----------------------------|
| Agree strongly | <input type="checkbox"/> 1 |
| Agree somewhat | <input type="checkbox"/> 2 |
| Undecided | <input type="checkbox"/> 3 |
| Disagree somewhat | <input type="checkbox"/> 4 |
| Disagree strongly | <input type="checkbox"/> 5 |

Statement

53. I do not feel that I am a real integral part of the local association of which I am a member

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

54. In case of a dispute between the local association and the school board the teacher owes his prime loyalty to the local association

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

55. If I had the choice I would not belong to the local association of which I am a member at the present time

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

56. Much of the recent public criticism of The Alberta Teachers' Association is justified

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

57. Most of the recent presidents of the provincial association attempted to give good and honest leadership

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

58. In general I am not satisfied with the leadership provided by the Executive Council of the provincial association

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

59. In general the employed staff officers of the provincial association provide very competent service

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

60. Most of the recent presidents of the provincial association were very capable persons

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

61. The members of the Executive Council of the provincial association attempt to exercise too much control over the membership

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

62. The Executive Council of the provincial association is not very effective in conducting the affairs of the provincial association

The desirable teacher response would be

Agree strongly	<input type="checkbox"/> 1
Agree somewhat	<input type="checkbox"/> 2
Undecided	<input type="checkbox"/> 3
Disagree somewhat	<input type="checkbox"/> 4
Disagree strongly	<input type="checkbox"/> 5

Statement

- 63.** The executive of the local association of which I am a member is not very effective in conducting the affairs of the local

The desirable teacher response would be

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

Statement

- 64.** In general I am not satisfied with the leadership provided by the executive of the local associaiton of which I am a member

The desirable teacher response would be

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

Statement

- 65.** Most of the recent presidents of the local association of which I am a member were very capable persons

The desirable teacher response would be

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

Statement

- 66.** The elected officers of the Association have a high level of integrity

The desirable teacher response would be

- Agree strongly ☐ 1
 Agree somewhat ☐ 2
 Undecided ☐ 3
 Disagree somewhat ☐ 4
 Disagree strongly ☐ 5

Thank you for your co-operation

Please return as soon as possible to:

BARNETT HOUSE,

11010 - 142 Street, Edmonton

*Use the stamped return-addressed envelope
 provided*

APPENDIX C

PILOT INVENTORY OF MEMBER PARTICIPATION
IN THE ALBERTA TEACHERS' ASSOCIATION

The Alberta Teachers' Association

December 21, 1964

Dear Teacher,

I am presently conducting a study of "Membership Participation in The Alberta Teachers' Association" as a doctoral dissertation for the Department of Educational Administration, University of Alberta. The study has the support and cooperation of the Executive Council of The Alberta Teachers' Association. In many respects this study will add to the information obtained from the "Survey of Teacher Opinion" conducted by the Association last year. Therefore, your cooperation is again being solicited.

The data required for the study will be collected, by means of a questionnaire, from approximately one thousand Alberta teachers, selected at random. However, before this can be done the questionnaire must be tried on a small sample of teachers in order to uncover any faults. I have obtained the permission of your local president, your sublocal president, and the principal of your school to use your sublocal as the "pilot" sample.

It has been necessary to place a number on each questionnaire to facilitate follow-up in the event that changes need to be made to improve the questionnaire. You can be assured, however, that the persons analysing your responses will not have access to the key with which to match names and numbers. Please respond to all items and make comments in the margin on those items you think are not clear or are not suitable.

It would be sincerely appreciated if you would assist with this pilot study by completing the attached questionnaire and RETURNING IT WITHIN TWO DAYS, sealed in the envelope provided, to the PRINCIPAL OF YOUR SCHOOL. I will collect all envelopes from your principal.

INVENTORY OF MEMBER INVOLVEMENT
IN THE ALBERTA TEACHERS' ASSOCIATION

This inventory is designed to obtain information concerning participation in the activities of The Alberta Teachers' Association, and selected opinions about the Association.

Section A, requests personal background and information, Section B, requests the number of hours the teacher has devoted to Association affairs and activities, and Section C, asks for your opinion on certain matters.

It would be appreciated if you could complete the questionnaire and return it, within two days, to your principal in the envelope provided.

SECTION A: THE TEACHER

Please check (✓) the response to each item which provides the correct information about you:

1. Sex

Male. 1
Female. 2

2. Total years of teaching experience as of June 30, 1965
(Include administrative experience)

1 yr. 1
2 yrs 2
3 yrs 3
4 yrs 4
5 yrs 5
6 yrs to 15 yrs 6
16 to 25 yrs. 7
26 or more yrs. 8

3. Present Position

Regular classroom teacher 1
Department head teaching more than half-time. . . 2
Department head teaching half-time or less. . . 3
Vice-principal teaching more than half-time. . . 4
Vice-principal teaching half-time or less. . . 5
Principal teaching more than half-time 6
Principal teaching half-time or less 7
Other: (Specify) _____

_____ 8

4. Years of teacher education for which you are being paid

1 yr or less 1
1.1 - 1.9 yrs. 2
2.0 - 2.9. 3
3.0 - 3.9. 4
4.0 - 4.9. 5
5.0 - 5.9. 6
6.0 - 6.9. 7
7 years or over. 8

5. Source of first teaching certificate

Alberta. 1
Saskatchewan 2
Other Canadian province. . . 3
Other British Commonwealth Country 4
United States. 5
Other country. 6

6. Teaching level: (Primary responsibility)

Elementary 1
Junior High School 2
Senior High School 3
Other: (Specify) _____

_____ 4

7. Type of first academic and/or professional preparation beyond high school:

- Normal school or a teachers' college. 1
 Faculty of Education in a University. 2
 University faculty other than education 3

8. Type of university preparation

- My first degree was a B.Ed. or its equivalent (e.g., a B.A. in Education) 1
 My first degree was not in Education. 2
 I do not hold a University degree 3

9. Marital Status

- Single. 1
 Married 2
 Widowed, separated, or divorced 3
 Member of a religious order. 4

10. Check the position or

- positions that you occupy in The Alberta Teachers' Assoc. (You may check more than one)
 Member of the provincial executive council 1
 Member of a local association executive or council. 2
 Member of a sublocal executive 3
 Member of a provincial association committee 4

- Member of a local association committee 5
 Member of a sublocal association committee 6
 Member of a convention committee or planning group 7
 Member of a specialist council executive or committee 8
 No executive or committee responsibilities. 9
 Other: (Specify) _____

 _____ 10

11. The approximate number of teachers in my local association is:

- Less than 100 1
 Between 100 and 200. 2
 Over 300. 3

12. The number of full-time teachers, including the principal and vice-principal on the staff of which I am a member is:

- 1 - 4 1
 5 - 9 2
 10 - 14 3
 15 - 19 4
 20 - 24 5
 25 - 34 6
 35 - 44 7
 45 or over. 8
 I am not a member of a school staff 9

SECTION B: PARTICIPATION INVENTORY

The following section is designed to measure the amount of time you have devoted to the affairs and activities of The Alberta Teachers' Association, at all of its levels, since the beginning of the present school term (September 1, 1964).

DEFINITIONS AND EXAMPLES

For the purposes of this study all of the affairs and activities of the Association are categorized under three major types --- (1) administrative, (2) social, and (3) educational. To assist you in completing the chart on the next page, definitions and examples of each of these types of participation are given below. PLEASE KEEP THESE DEFINITIONS IN MIND WHEN YOU ARE ESTIMATING THE AMOUNT OF TIME YOU HAVE DEVOTED TO THE ALBERTA TEACHERS' ASSOCIATION SINCE SEPTEMBER 1, 1964.

Administrative Participation: The term "administrative participation" refers to the process of taking part in the government and policy making activities of the Association. It includes such activities as holding executive office at any level of the association, membership on business and policy committees (e.g., economic welfare, finance, pensions, resolutions, etc.), and attending or participating in business meetings or the Association at any of its levels.

Social Participation: The term "social participation" denotes the process of planning, conducting, attending, or participating in social activities sponsored in whole or in part by the Association at any of its levels. A social activity is one which has as its major purpose the providing of entertainment or fellowship for members and/or others (e.g., banquets, bonspiels, picnics, induction ceremonies, etc.).

Educational Participation: The term "educational participation" denotes the process of planning, conducting, attending, or participating in educational activities sponsored in whole or in part by the Association at any of its levels. An educational activity is one which has as its major and direct purpose the professional improvement of members. Such activities would include conferences, seminars, conventions, institutes, specialist council activities, membership on educational committees, and working privately on educational matters sponsored by or provided by the Association.

INSTRUCTIONS

In the chart on the next page, please fill in the approximate number of hours (including travel) you have devoted to the various types of Association affairs and activities (administrative, social, and educational) at each level of the Association (sublocal, local, and provincial), since September 1, 1964.

PLEASE STUDY THE ABOVE DEFINITIONS CAREFULLY AND EXAMINE THE PARTICIPATION CHART ON THE NEXT PAGE BEFORE ATTEMPTING TO ESTIMATE THE NUMBER OF HOURS YOU DEVOTED TO ANY PARTICULAR TYPE OF PARTICIPATION.

Try to account for all hours devoted to Association affairs and activities, but do not account for the same hours in two or more different places.

<div>Level of Participation</div> <div>Type of Participation</div>	Participation in <u>Sublocal</u> association activities.	Participation in <u>Local Association</u> Activities (include teachers' conventions and regional councils)	Participation in <u>Provincial</u> association activities. (include provincial specialist councils)	<u>Total Participation</u> (<u>Sum</u> of sublocal, local, and provincial)
<u>Administrative</u> <u>Participation</u> (see definition and examples on p. <u>3</u>)	_____ hrs	_____ hrs	_____ hrs	_____ hrs
<u>Social</u> <u>Participation</u> (see definition and examples on page <u>3</u>)	_____ hrs	_____ hrs	_____ hrs	_____ hrs
<u>Educational</u> <u>Participation</u> (see definition and examples on page <u>3</u>)	_____ hrs	_____ hrs	_____ hrs	_____ hrs
<u>Total Participation</u> (<u>Sum</u> of Administrative, Social, and Educational)	_____ hrs	_____ hrs	_____ hrs	<u>Grand Total</u> _____ hrs

SECTION C: TEACHER OPINION

A number of statements are given below. Indicate the degree of your personal agreement with each statement by circling the appropriate symbol at the right.

- Circle SA - if you agree strongly with the statement.
 Circle A - if you agree somewhat with the statement.
 Circle U - if you are undecided.
 Circle D - if you disagree somewhat with the statement.
 Circle SD - if you disagree strongly with the statement.

WORK RAPIDLY ON THIS SECTION. First reactions are important. Please react to each item whether or not you believe you have sufficient information to warrant a reaction.

The term "association", as used in the following items, refers to one of the levels of The Alberta Teachers' Association. The term "teaching profession", as used in the following items, refers to teachers as a group, or teachers in general. It does not necessarily refer to a formally organized group such as The Alberta Teachers' Association.

- | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 1. Teachers should have the full rights of collective bargaining for determining their salaries and working conditions | SA | A | U | D | SD |
| 2. Salary scales for teachers should be based on a positional differential (differences in salaries for elementary and high school teachers. | SA | A | U | D | SD |
| 3. Teachers should have the legal right to strike. | SA | A | U | D | SD |
| 4. Salary scales for teachers should be partially based on "merit" as determined by some evaluation procedure | SA | A | U | D | SD |
| 5. Teachers should protest against working conditions which do not meet the minimum standards established by the teaching profession | SA | A | U | D | SD |
| 6. Teachers should not have the right of appeal to an external body in cases of dismissal, termination of designation, or transfer. | SA | A | U | D | SD |
| 7. Teachers as individuals should have the prime responsibility for maintaining and improving their own professional competence | SA | A | U | D | SD |

8. The annual district convention is not an effective means of providing for the professional growth of teachers. SA A U D SD
9. The major responsibility for providing the organizational machinery and the leadership for activities designed to improve the competence of teachers should rest with the teaching profession itself. SA A U D SD
10. The teaching profession should encourage the organization and development of special interest groups in the various educational specialties SA A U D SD
11. A major goal of the teaching profession should be to ensure competent service to pupils by working toward the upgrading of the teaching force through inservice education and professional development activities. SA A U D SD
12. The teaching profession should not be overly concerned about being represented on curriculum committees of the Department of Education or of local school systems. SA A U D SD
13. A major responsibility of the teaching profession should be to assist teachers keep up to date with new developments in education SA A U D SD
14. Two years of professional preparation is quite adequate for permanent certification. SA A U D SD
15. A period of internship should be required before a teacher assumes his or her first teaching position SA A U D SD
16. Major responsibility for the certification of teachers should not rest with the teaching profession. SA A U D SD
17. The maintenance of teacher education standards should be a cooperative function of the University of Alberta and the teaching profession SA A U D SD
18. The maintenance of professional discipline should be solely the function of the teaching profession. SA A U D SD

19. The teaching profession should not have the right to prevent a teacher from teaching in Alberta because of unprofessional conduct SA A U D SD
20. Teachers should not expect the assistance of the teaching profession if they get into trouble during the performance of their teaching duties. SA A U D SD
21. A major goal of the teaching profession should be to improve the public image of the profession. SA A U D SD
22. Teachers and the teaching profession should make a point of keeping the news media informed of all activities and events which might give the profession favorable publicity. SA A U D SD
23. Teachers and the teaching profession should make a point of not replying to or refuting unfavorable publicity SA A U D SD
24. The teaching profession should forget about trying to create a good public image and concentrate on more important matters. SA A U D SD
25. The major goal of the teaching profession should be to advance and promote the cause of education in Alberta SA A U D SD
26. Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong. SA A U D SD
27. Open or public criticism of the Association by association members is not justified SA A U D SD
28. I would gladly spend time working on Association activities even if it means taking such time from that which I would spend with my family or friends, or in other activities I enjoy SA A U D SD
29. There are few Association members of my acquaintance with whom I can share my professional interests SA A U D SD
30. Non-conformist members are given too much freedom by the Association. SA A U D SD

31. I would rather belong to The Alberta Teachers' Association than I would to most other provincial organizations SA A U D SD
32. It is more important to have differences of opinion in the provincial Association than it is to have uniformity or agreement SA A U D SD
33. A teacher should be willing to serve the provincial Association in some responsible way. SA A U D SD
34. The provincial Association does not exercise too much control over its members. SA A U D SD
35. In case of a dispute between The Alberta Teachers' Association, at the provincial level, and some other provincial school authority or agency, the teacher owes his prime loyalty to The Alberta Teachers' Association SA A U D SD
36. The provincial Association is more concerned with superficial matters than it is with matters of real importance to members. SA A U D SD
37. I am satisfied with the role I play in the policy-making and governmental functions of the provincial Association SA A U D SD
38. The provincial Association does not exercise enough control over educational matters in the province. SA A U D SD
39. I do not feel that I am a real integral part of the provincial Association. SA A U D SD
40. If I had the choice I would not belong to The Alberta Teachers' Association at the provincial level. SA A U D SD
41. The local Association of which I am a member does not exercise enough control over educational matters in the area SA A U D SD
42. I am satisfied with the role I play in the policy-making and governmental functions of the local Association of which I am a member SA A U D SD
43. I would rather belong to the local Association of The Alberta Teachers' Association, of which I am a member, than I would to most other community and regional organizations to which I belong. SA A U D SD

- | | | | | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 44. | A teacher should be willing to serve the local Association, of which he is a member, in some responsible way | SA | A | U | D | SD |
| 45. | The local Association of which I am a member does not exercise too much control over its members | SA | A | U | D | SD |
| 46. | I do not feel that I am a real integral part of the local Association of which I am a member | SA | A | U | D | SD |
| 47. | In case of a dispute between the local Association and the school board the teacher owes his prime loyalty to the local Association | SA | A | U | D | SD |
| 48. | If I had the choice I would not belong to the local Association of which I am a member at the present time | SA | A | U | D | SD |
| 49. | It is more important to have differences of opinions in a local Association than it is to have uniformity or agreement. | SA | A | U | D | SD |
| 50. | The local Association to which I belong is more concerned with superficial matters than it is with matters of real importance to members. | SA | A | U | D | SD |
| 51. | I get very little, if any, intellectual stimulation or inspiration from other members of The Alberta Teachers' Association | SA | A | U | D | SD |
| 52. | Much of the recent public criticism of The Alberta Teachers' Association is justified | SA | A | U | D | SD |
| 53. | Teachers should not be obliged to belong to The Alberta Teachers' Association in order to hold a teaching position in Alberta | SA | A | U | D | SD |
| 54. | Most of the recent presidents of the provincial Association attempted to give good and honest leadership | SA | A | U | D | SD |
| 55. | The programs and policies suggested by the Executive Council of the provincial Association generally meet with my approval and support | SA | A | U | D | SD |

- | | | | | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 56. | The best teachers do not seek, or obtain, positions on the provincial Executive Council | SA | A | U | D | SD |
| 57. | In general I am not satisfied with the leadership provided by the Executive Council of the provincial Association | SA | A | U | D | SD |
| 58. | In general the employed staff officers of the provincial Association provide very competent service | SA | A | U | D | SD |
| 59. | Most of the recent presidents of the provincial Association were very capable persons. | SA | A | U | D | SD |
| 60. | The Executive Council of the provincial Association does not keep the members informed about matters that should be of interest and concern to the members | SA | A | U | D | SD |
| 61. | The members of the Executive Council of the provincial Association attempt to exercise too much control over the membership. | SA | A | U | D | SD |
| 62. | Staff officers of the provincial Association attempt to exercise too much control over the membership. | SA | A | U | D | SD |
| 63. | The Executive Council of the provincial Association spends the funds of the Association wisely. | SA | A | U | D | SD |
| 64. | The Executive Council of the provincial Association is not very effective in conducting the affairs of the provincial Association | SA | A | U | D | SD |
| 65. | Most of the recent presidents of the local Association of which I am a member attempted to give good and honest leadership. | SA | A | U | D | SD |
| 66. | The executive of the local Association of which I am a member is not very effective in conducting the affairs of the local. | SA | A | U | D | SD |
| 67. | In general I am not satisfied with the leadership provided by the executive of the local Association of which I am a member. | SA | A | U | D | SD |
| 68. | The programs and policies suggested by the executive of the local Association of which I am a member generally meet with my approval and support. | SA | A | U | D | SD |

69. Most of the recent presidents of the local Association of which I am a member were very capable persons. SA A U D SD
70. The best teachers do not seek, or obtain, positions on the executives of local Associations. SA A U D SD
71. The executive members of the local Association of which I am a member attempt to exercise too much control over the membership. SA A U D SD
72. The executive of the Local Association of which I am a member does not keep the members informed about matters that should be of interest and concern to the members. SA A U D SD
73. In general the various executives of the Association, at both local and provincial levels, are providing competent leadership. SA A U D SD
74. The elected officers of the Association have a high level of integrity. SA A U D SD
75. The Association would receive more respect from the public and other interested groups if it had a better calibre of leadership. SA A U D SD
76. The employed officers (staff officers) of the Association have a high level of integrity. SA A U D SD

THANK YOU FOR YOUR COOPERATION.

APPENDIX D

THE SERVICE GOALS OF THE ALBERTA TEACHERS' ASSOCIATION

THE SERVICE GOALS OF THE ALBERTA TEACHERS' ASSOCIATION

The goals listed below were identified by means of an analysis of the published goals of the Association, the goals as perceived by a sample of Association staff officers, the allocation of funds of the Association, and the direction of Association effort. The goals are listed in the order of priority given to them by a combination of the sources used in the analysis.

Professional Development

Major Goal:

1. The improvement of educational service by upgrading the quality of the teaching force and the instructional program.

Major Means:

1. Increased professional freedom for teachers.
2. More responsibility for teachers to improve their own competence.
3. The motivation of teachers to improve themselves professionally.
4. The provision of information services to teachers.
5. The provision of educational forums for teachers to

discuss their problems and practices.

6. The provision of assistance and machinery so that teachers can organize for their own professional improvement.
7. The provision of consultative and instructional service for teachers in matters of professional development.
8. Representation on provincial and school system curriculum committees.

Economic Welfare

Major Goals:

1. A competitive economic position for teachers.
2. Good working conditions and security for teachers.

Major Means:

1. The full process of collective bargaining at the system level.
2. The single salary schedule.
3. Schedules based upon a preparational scale.
4. A maximum professional load.
5. Adequate pensions.
6. Teachers working conditions protected in legislation and in collective agreements.

Public Relations

Major Goal:

1. To improve the status of education and the teaching profession.

Major Means:

1. Positive reaction to unfavourable criticism.
2. Efforts to get favourable publicity.
3. Contact with the news media in an attempt to improve the internal and public image of teachers and the teaching profession.
4. The sponsorship of events and activities designed to improve the image of teachers and the profession.

Teacher Education

Major Goal:

1. The development and upgrading of the teaching force through recruitment, selection, and preparation.

Major Means:

1. Improved recruitment and selection procedures.
2. More control by the Association over selection, preparation, and certification of teachers.
3. A minimum of four years of teacher education prior to certification.

4. General certification before special certification.
5. An internship program before certification.

Internal Relations

Major Goals:

1. The maintenance of professional discipline.
2. The protection of teachers against unjust treatment.

Major Means:

1. Publication and dissemination of a Code of Ethics and a Standard of Professional Conduct.
2. Discipline procedures to enforce proper professional conduct.
3. Procedures for settling disputes between teachers.
4. The provision of legal and staff services in cases of trouble concerning professional responsibilities.
5. The protection of teachers' professional freedoms and rights through legislation.

APPENDIX E

INSTRUCTIONS TO THE CRITERION PANEL

Dear Colleague,

I am presently conducting a study of "Member Participation in the Alberta Teachers' Association" as a doctoral dissertation for the Department of Educational Administration, University of Alberta. The study has the support and co-operation of the Executive Council of the Alberta Teachers' Association. In many respects this study will add to the information obtained from the "Survey of Teacher Opinion" conducted by the Association last year. Therefore, your co-operation is again being solicited.

The data required for the study will be collected, by means of a questionnaire, from approximately one thousand Alberta teachers, selected at random. However, before this can be done the questionnaire must be tried out on a small sample of teachers in order to check its validity and uncover any faults. Arrangements have been made to use your sublocal as the "pilot" sample.

The questionnaire is designed to obtain information on (1) member participation in the affairs and activities of the Alberta Teachers' Association, and (2) member commitment to Association.

In order to check the validity of the questionnaire I am asking you and two or three other members of your sublocal to rate each teacher in your sublocal in two different ways -- (1) according to your estimate of the amount of time they devote to the affairs and activities of the Alberta Teachers' Association, at all of its levels, in comparison with other members of the local, and (2) according to your estimate of their commitment to the Association in comparison with the commitment of other members of the local. Your ratings for both participation and commitment are to be made on a six point continuum scale ranging from very low (No. 1) to very high (No. 6).

In order to assist you with your ratings the following definitions of "participation" and "commitment" are included:

Participation; The term "participation" denotes the amount of time a member devotes to the affairs and activities of the Alberta Teachers' Association at all of its levels

(sublocal, local, and provincial). An Association activity includes any kind of business or activity sponsored in whole or in part by any level of the Association, including specialist councils and teachers' conventions.

Commitment: The term "commitment" denotes the attitude of favourability toward the Alberta Teachers' Association, or the degree of general approval of its overall leadership, program, policies, and goals. In other words, the identification a member has with the organization.

Please seal the completed rating sheets in the envelop provided and mail it back to me. To ensure anonymity, you are not asked for your name, and the ratings given will not be revealed to anyone outside of the research committee.

Thank you very much for your co-operation.

Yours very sincerely

E.J. Ingram
Executive Assistant,
Alberta Teachers'
Association

APPENDIX F

PARTICIPATION AND COMMITMENT RATING SCALE

PARTICIPATION AND COMMITMENT RATING SCALE

(An estimate of the degree of participation in and commitment to The Alberta Teachers' Association for a selected sample of Association members).

Instructions: In column No. 2 please circle the number which best represents your estimate of the amount of time each teacher in column 1 has devoted to participating in the affairs and activities of the Alberta Teachers' Association, at all of its levels, since September 1, 1964, in comparison with the time devoted to Association affairs and activities by other members of the local. In column 3 please circle the number which best represents your estimate of the degree of commitment each teacher listed in column 1 has to The Alberta Teachers' Association in comparison with the commitment of other members of the local. If you do not know a teacher well enough to make a rating please check the appropriate line in column 4.

The numbers (1) to (6) in columns 2 and 3 represent a continuum ranging from very low (1) to very high (6):

	Very		Slightly	Slightly		Very
<u>Words:</u>	<u>Low</u>	<u>Low</u>	<u>Low</u>	<u>High</u>	<u>High</u>	<u>High</u>
<u>Symbols:</u>	VL	L	SL	SH	H	VH
<u>Numbers:</u>	1	2	3	4	5	6

<u>Column No. 1</u>	<u>Column No. 2.</u>						<u>Column No. 3</u>						<u>Column No. 4</u>
Teachers	Relative amount of time devoted to participation in Association affairs and activities. (<u>circle</u> one number for each teacher)						Relative degree of commitment to the Association (<u>circle</u> one number for each teacher)						IF you cannot give a rating <u>check</u> the appropriate line.
	VL	L	SL	SH	H	VH	VL	L	SL	SH	H	VH	
_____	1	2	3	4	5	6	1	2	3	4	5	6	_____
_____	1	2	3	4	5	6	1	2	3	4	5	6	_____
_____	1	2	3	4	5	6	1	2	3	4	5	6	_____
_____	1	2	3	4	5	6	1	2	3	4	5	6	_____
_____	1	2	3	4	5	6	1	2	3	4	5	6	_____

(Continued)

APPENDIX G

SUPPLEMENTARY TABLES

TABLE XXXII

SELECTED PERSONAL CHARACTERISTICS OF THE
ACTUAL INVOLVEMENT RESPONDENTS

(N=690)

		Distribution	Proportion	Proportion in 1964*
<hr/>				
MARITAL				
STATUS:	Single	158	.230	.214
	Married	465	.674	.679
	Widowed, divorced etc.	43	.062	.107
	Religious order	21	.030	
	No response	3	.004	
<hr/>				
SEX:	Male	277	.401	.368
	Female	411	.596	.621
	No response	2	.003	.011
<hr/>				

*ATA Survey of Teacher Opinion, 1964.

TABLE XXXIII
PROFESSIONAL EXPERIENCE AND POSITIONS OF
THE ACTUAL INVOLVEMENT RESPONDENTS
(N=690)

		Distribution	Proportion	Proportion in 1964*
EXPERIENCE:	Years			
	1	56	.082	.073
	2	38	.056	.073
	3	40	.058	.063
	4	43	.062	.051
	5	41	.059	.051
	6-15	235	.341	.362
	16-25	148	(.214)	.201
	26 or more	88	.127	.121
	No response	1	.001	.005
TEACHING LEVEL:	Elementary	337	.489	
	Jr. High	164	.237	
	Sr. High	167	.242	
	Other	12	.077	
	No response	10	.015	
TEACHING POSITION:	Classroom teacher	495	.715	.771
	Dep't head teaching more than half- time	17	.025	.017
	Dep't head teaching half-time or less	0	.000	.003
	Vice-principal teach- ing more than half-time	47	.069	.058
	Vice-principal teach- ing half-time or less	7	.010	.008
	Principal teaching more than half- time	30	.044	.056
	Principal teaching half-time or less	31	.045	.031
	Other	54	.079	.052
	No response	9	(.013)	.004

*ATA Survey of Teacher Opinion, 1964.

TABLE XXXIV

PREPARATIONAL CHARACTERISTICS OF THE ACTUAL
INVOLVEMENT RESPONDENTS

(N=690)

		Distribution	Proportion	Proportion in 1964*
<hr/>				
TEACHER				
EDUCATION:	Years			
	1 or less	107	.155	.204
	1.1-1.9	91	.132	.134
	2.0-2.9	139	.201	.158
	3.0-3.9	79	.115	.089
	4.0-4.9	141	.204	.187
	5.0-5.9	65	.094	.084
	6.0-6.9	35	.051	
	7 or more	30	.044	.133
	No response	3	.004	.011
<hr/>				
TYPE OF				
INSTITUTION:	Normal School	308	.446	
	Fac. of Ed.	284	.412	
	Other Fac.	77	.112	
	No response	21	.030	
<hr/>				
FIRST DEGREE:	B. Ed.	175	.254	
	Other	93	.135	
	No degree	403	.583	
	No response	19	.028	
<hr/>				
FIRST				
CERTIFICATE:	Alberta	512	.742	.747
	Sask.	98	.142	.125
	Other Prov.	48	.070	.064
	Other British	14	.020	.023
	U.S.A.	12	.018	.020
	Other	3	.004	
	No response	3	.004	.021
<hr/>				

*ATA Survey of Teacher Opinion, 1964.

TABLE XXXV

ASSOCIATION POSITIONS OF THE ACTUAL INVOLVEMENT
RESPONDENTS AND SIZE OF LOCAL ASSOCIATIONS
AND STAFFS OF WHICH THEY ARE MEMBERS
(N=690)

		Distribution	Proportion	Proportion in 1964*
ATA POSITION:	Officers	110	.160	.070
	Rank-and-file member	580	.840	.930
SIZE OF LOCAL:	Number of members less than 100	141	.204	.120
	100 - 300	242	.351	.410
	Over 300	269	.390	.470
	No response	38	.055	
SIZE OF STAFF:	Number of members 1-4	25	.036	.050
	5-9	69	.100	.127
	10-14	170	.246	.234
	15-19	128	.186	.163
	20-24	115	.167	.147
	25-34	89	.129	.105
	35-44	26	.038	.025
	45 or more	58	.084	.074
	Other	7	.010	
	No response	3	.004	.075

*ATA Position -- ATA Membership lists

Size of local -- Alberta Teachers' Association, Local Associations
(Unpublished information bulletin, 1963).

Size of Staff -- ATA Survey of Teacher Opinion, 1964.

TABLE XXXVI

ATA POSITIONS OF EXPECTED
INVOLVEMENT RESPONDENTS

(N=359)

	Distribution	Proportion
Officers	180	.502
Rank-and-file Members	179	.498

TABLE XXXVII

A COMPARISON OF MEANS FOR ACTUAL PARTICIPATION OF
MEMBERS IN THE ALBERTA TEACHERS' ASSOCIATION AND
THE PARTICIPATION EXPECTATIONS HELD BY
RANK-AND-FILE MEMBERS

(Participation N=690; Expectations N=179)

	Means	t
POLITICAL PARTICIPATION:		
Actual Participation	7.97	9.17*
Expected Participation	19.56	
SOCIAL PARTICIPATION:		
Actual Participation	5.43	5.27*
Expected Participation	11.86	
EDUCATIONAL PARTICIPATION:		
Actual Participation	15.40	4.50*
Expected Participation	29.17	
TOTAL PARTICIPATION:		
Actual Participation	29.28	6.31*
Expected Participation	60.44	

*Significant beyond the .001 level.

TABLE XXXVIII

A COMPARISON OF MEANS FOR ACTUAL MEMBERSHIP PARTICIPATION
IN THE ALBERTA TEACHERS' ASSOCIATION AND THE
PARTICIPATION EXPECTATIONS HELD BY
ASSOCIATION OFFICERS

(Participation N=690; Expectations N=180)

	Means	t
POLITICAL PARTICIPATION:		
Actual Participation	7.97	13.07*
Expected Participation	34.25	
SOCIAL PARTICIPATION:		
Actual Participation	5.43	8.76*
Expected Participation	16.26	
EDUCATIONAL PARTICIPATION:		
Actual Participation	15.40	8.27*
Expected Participation	40.89	
TOTAL PARTICIPATION:		
Actual Participation	29.28	10.95*
Expected Participation	91.37	

*Significant beyond the .001 level.

TABLE XXXIX

A COMPARISON OF ACTUAL PARTICIPATION MEANS FOR
RANK-AND-FILE MEMBERS AND OFFICERS

(Rank-and-file N=580; Officers N=110)

	Means	t
POLITICAL PARTICIPATION:		
Members	4.36	7.58***
Officers	26.96	
SOCIAL PARTICIPATION:		
Members	4.68	2.86**
Officers	9.37	
EDUCATIONAL PARTICIPATION:		
Members	14.39	2.53*
Officers	20.70	
TOTAL PARTICIPATION:		
Members	23.92	6.36**
Officers	57.58	

*Significant beyond the .05 level.

**Significant beyond the .01 level.

***Significant beyond the .001 level.

TABLE XL

A COMPARISON OF MEANS FOR THE PARTICIPATION EXPECTATIONS
HELD BY RANK-AND-FILE MEMBERS AND THE PARTICIPATION
EXPECTATIONS HELD BY ASSOCIATION OFFICERS

(Rank-and-file N=179; Officer N=180)

	Means	t
POLITICAL PARTICIPATION:		
Rank-and-file members	19.56	5.48**
Officers	34.25	
SOCIAL PARTICIPATION:		
Rank-and-file members	11.86	2.68*
Officers	16.26	
EDUCATIONAL PARTICIPATION:		
Rank-and-file members	29.17	3.18*
Officers	40.89	
TOTAL PARTICIPATION:		
Rank-and-file members	60.44	4.30**
Officers	91.37	

*Significant beyond the .01 level.

**Significant beyond the .001 level.

TABLE XLI

A COMPARISON OF ACTUAL PARTICIPATION MEANS FOR MEMBERS OF
SMALL LOCALS AND MEMBERS OF LARGE LOCALS

	Means	t
POLITICAL PARTICIPATION:		
Small locals	9.57	1.67
Large locals	5.84	
SOCIAL PARTICIPATION:		
Small locals	5.84	2.03*
Large locals	3.90	
EDUCATIONAL PARTICIPATION:		
Small locals	14.48	.07
Large locals	14.62	
TOTAL PARTICIPATION:		
Small locals	29.88	1.51
Large locals	24.26	

*Significant beyond the .05 level.

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